# DOCUMENT RESUME

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ABSTRACT

This curriculum activities guide presents a series of instructional plans for practicing teachers who desire to infuse career education into curricular areas, grades K through 6. Introductory materials discuss the guide's purpose and the instructional thrust of Project MECCA (Migrant Education Counseling and Career Awareness). They also provide teacher's materials such as hints for use of activities, suggestions for field trips, information on and forms for shadowing, and information on group processing tools, such as brainstorming, fishbowl technique, stop action, and role playing. The activity plans are organized by grade levels into language arts, social studies, and mathematics or science. Within these sections are placed activities at differing career or occupational knowledge levels. These activities are to be considered as examples, and teachers are encouraged to use them as templates for additional teacher-made activities. Each header sheet for an activity plan specifies title; suggested grade level; infusion area; awareness, exploration, and preparation level; goal and objectives for the lesson; list of needed materials; and presentation and evaluation suggestions. A blank section on the right side of the page is designed for teacher comments or notes on adaptation. Some activity plans have accompanying, reproducible worksheets/activity sheets. (YLB)

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The materials developed and compiled for this curriculum activities guide originated with the 1984-85 New Jersey Project MAP-S. During 1984, under ECIA, Chapter 1, 141 Migrant Education funding, Project MAP-S became a comprehensive K-12 career education infusion effort. In December of 1984, the project management was changed from the New Jersey State Department of Education to the Vineland, New Jersey school district.

In July of 1985, the project was renamed Project MECCA--Migrant Education Counseling and Career Awareness to reflect a focus on the counseling aspect of project work.

Considerable support from teachers and administrators is essential to compiling a guide such as this. The project staff wishes to thank those who made inservice and pilot instruction possible and those teachers who provided feedback suggestions during and following inservice training sessions.

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Project MECCA
Migrant Education Counseling and Career Awareness

ROAD...MAPS

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# ROAD...MAP-S

## PART I.

## Curriculum Guide Kindergarten through Grade 6

### Purpose of the Guide

The purposes for "ROAD...MAP-S" are two-fold: 1) to provide a series of instructional plans for practicing teachers who desire to infuse career education into curricular areas grades K-12; and, 2) to provide a means of replication to other projects seeking to promote a career infusion program kindergarten through grade 12. With these purposes in mind, ROAD...MAPS is organized in two major sections: I. INTRODUCTION AND THE INSTRUCTIONAL THRUST; and II. ROAD...MAPS ACTIVITIES.

The activities in ROAD...MAPS were planned to be both relevant to students' lives and to the academic curriculum in schools. The idea that effective preparation for occupational and career roles must involve students' acquisition of basic communication and computation skills was basic to the formulation of the activities and resourse materials provided in this guide. Infused career education was viewed as providing a means for facilitating skill development through increasing student motivation. Therefore, activities were selected which would actively, and creatively, involve students and promote their understanding of the connection between academic learning and career/occupational choice.

The concept of infused instruction complimenting ongoing classroom activities was supported in the project program by two particular resources. One of these resources, the N. Y. CHOICE material, was available to teachers through state-wide inservice workshops. The other was materials compiled from various sources into this guide.

Because the project staff maintained that the activities should fit into the teacher's regular "road map" for instruction, the title for this guide became ROAD...MAPS. Hence, the name for the curriculum guide came from a desire to fit activities into teachers' ongoing classroom instruction.

## Instructional Thrust of the Program

Vocational education and career education theorists such as Super, Holland, Tiedeman, Roe and others suggest the acquisition of knowledge, skills, and attitudes toward careers and vocational life develops along a continuum throughout students' lives. Super identifies four overlapping and simultaneous stages as: GROWTH, EXPLORATION, PREPARATION, AND IMPLEMENTATION.

For the purposes of ROAD...MAP-S, Super's GROWTH stage is considered an AWARENESS stage (approximately Kindergarten through grade 4); that is, a time for student thinking about careers and vocational opportunities. EXPLORATION (approximately grade 5/6 through 8/9) is seen as a stage for more in-depth understanding and specific knowledge acquisition regarding occupations and careers; and PREPARATION (approximately grades 9 through 12) a time for students to more specifically examine their interests, preferences, and abilities in terms of careers and occupations and develop job seeking and keeping skills. Although the sequence of these stages begins with awareness, it should be noted that growth and awareness of occupational opportunities occurs at all levels throughout the life span.

A matrix of goals and objectives prepared by the New Jersey Vocational Education Division is used to structure activities in ROAD...MAPS at the simultaneous and overlapping AWARENESS, EXPLORATION, and PREPARATION levels. The use of the matrix in this way was forseen by its originators, who stated, "...the use of the matrix might include: Discussion, revision, and adaptation by schools or districts in order to achieve an orderly infusion of career education into existing curricula...and as a basis for developing learning approaches and instructional materials."

In selecting the matrix as a organizing structure, Project project staff assumed many of the core concepts on which it was based. Among others, these included: 1) the idea that career or vocational education is a life-long process; 2) that flexibility must be built into the system allowing for changes and options in employment perspectives. These ideas were held paramount as materials and methods were developed or purchased.

The ten goals listed in the New Jersey Vocational Education K-14 matrix for career or vocational education are, as follows.

### K-14 MATRIX FOR CAREER OR VOCATIONAL EDUCATION

GOAL 1. SELF AWARENESS: IMPROVE SELF INVESTIGATION AND EVALUATION SKILLS.

GOAL 2. INTERPERSONAL SKILLS: IMPROVE HUMAN RELATIONSHIPS.

GOAL 3. DECISION MAKING: IMPROVE CAREER PLANNING AND DECISION MAKING SKILLS.

GOAL 4. WORK HABITS AND ATTITUDES: IMPROVE WORK , ATTITUDES, AND APPRECIATION FOR CAREER SUCCESS.

GOAL 5. COMMUNICATION AND COMPUTATION SKILLS: IMPROVE PROFICIENCEY OF COMMUNICATION AND COMPUTATION SKILLS.

GOAL 6. CAREER IMPLICATIONS OF SUBJECT MATTER: IMPROVE UNDERSTANDING OF THE RELATIONSHIP BETWEEN SCHOOLING AND WORK.

GOAL 7. SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING: IMPROVE UNDERSTANDING OF ECONOMIC, POLITICAL, AND SOCIAL FACTORS INFLUENCING CAREER OPPORTUNITIES.

GOAL 8. CAREER INFORMATION: INCREASE KNOWLEDGE OF CAREER AND OCCUPATIONAL INFORMATION.

GOAL 9. MARKETABLE SKILLS AND ADAPTABILITY: IMPROVE JOB ACQUISITION AND RETENTION COMPETENCIES.

GOAL 10. LEISURE PREFERENCES AND PERSONAL RESPONSIBILITIES: IMPROVE UNDERSTANDING OF PERSONAL/WORK/SOCIETAL RESPONSIBILITIES

## PART II.

## Compilation and Development of ROAD...MAPS

The activities, or "maps" for instruction, developed for ROAD...MAPS, were constructed in an ongoing process involving New Jersey teachers in inservice training and pilot instruction. In addition to adapting the N. J. Vocational Education Matrix in developing new activities, the project acknowledges adaptation of material from other sources; most notable among these were materials from the Kansas Practical Application Handbook and the Perth Amboy, New Jersey Job Survival Handbook, as well as, value clarification activities and general school folklore.

The project staff intends that the format of these "maps" will make activities accessible to teachers; to this end, reproduction of the activity sheets is encouraged. Further, because it is desirable that these ideas become a catalyst for additional adaptation or development, blank forms for copying and use in the design of new activities are placed in the appendix.

## Organization of Part III

Part III is organized by grade range levels into: language arts "maps"; social studies "maps"; and mathematics or science "maps". Within these sections are placed activities at differing career or occupational knowledge levels. These activities are to be considered as examples and teachers are encouraged to use them as a template for additional teacher-made activities.

Reflecting the simultaneous and overlapping nature of the awareness, exploration, and preparation levels, it is expected that activities are suitable for a range of grade levels depending on student abilities. Further, activities also overlap various curricular areas; therefore, an arbitrary decision was made regarding their placement in the guide. In fact, a few activities which overlapped curricular categories are placed in more than one area. Thus, the curricular area and the levels within them should be considered only a "rough guide".

## Hints for the Use of Activities

Each header sheet for an Activity Plan specifies a suggested grade level; awareness, exploration, and preparation level; objectives for the lesson; list of needed materials; and presentation and evaluation suggestions. The blank section on the right side of the page is designed for teacher comment or notes on adaptation. Further suggestions for use of the materials are, as follows:

1. Look at activities in the following order:
    a) the general grade level and curricular area in which you are most interested;
    b) the general awareness, exploration, or preparation level for particular students; and
    c) the most needed objectives for students.

2. Information regarding additional materials and equipment to compliment activities are located in the appendix. During the funding term of Project MECCA, many of these can be obtained through loan from the mobile demonstration facility.

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The Kansas Practical Application Handbook materials which were reviewed during the preparation of this guide include some specific suggestions for field trips and for a "shadowing" concept whereby students visit with an individual working in a particular occupation. These, along with information about group process procedures are reprinted here for your referral.

## FIELD TRIPS

Though most teachers are familiar with the requirements of field trips, these suggestions are placed here for reminding teachers of the need for proper preparation, implementation and follow-through activities.

1. Be sure that the students are fully aware of the location of the site they are to study.

2. Be sure the students have been aware of the product and occupations available at the site.
Use any available film or filmstrips that may relate to the industry or occupation. Point out the different jobs as they appear in the film.

3. Study as many different jobs as possible found at the site.

4. Wherever possible, have pictures of the site, occupations, and products.

5. Explain the background and the development of the particular industry to be visited.

6. Tell the students the name of the industry or company and names of people who have made the study tour possible. (Put names on the blackboard or bulletin board. Post any pictures you may be able to gather.)

7. Go over any maps or layouts of the site you may have. Point out interesting spots or areas you want the students to see.

8. Help the students develop some questions they may wish to ask at the site.

9. The teacher or coordinator should pre-visit the site whenever possible.

10. Travel time can be used to good advantage. Have students assigned to groups and each group watch for and compile a list of various workers observed to and from the visitation site. Compare lists.

## SHADOWING

The term "shadowing" describes the observation of an employee in the actual work setting by another individual such as a student. It is designed to provide a realistic exploration of career opportunities in real work situations. Various types of occupations can be shadowed. The limitations are those imposed by the instructor or student.

### Objectives:

The objectives of a shadowing program are to:

a. Assist the student in assessing personal strengths and limitations and compare those with tentative career choices.

b. Provide realistic exploration in a variety of work settings.

c. Assist students in redirection if more appropriate areas seem evident and increase the probability of the student selecting a personally rewarding career.

Upon completion of shadowing experiences, students should be able to identify careers which are personally acceptable for further in-depth exploration. In addition, they should:

a. Identify their own personal worker traits, including interests, aptitudes, and abilities.

b. Know the nature of the work, places of employment, earnings, and working conditions.

c. Know the basic vocabulary utilized in obtaining and holding a job in a specific career area.

d. Know the skills required for entrance into the careers shadowed.

e. Know the worker trait requirements, training time, aptitudes, and temperament qualifications for the occupations shadowed.

Organization:

The initial contact with the business or agency is made by either the student or the instructor. Shadowing sites can be located through personal contacts, resources such as a list of community career consultants, the yellow pages, business directories, business orgnizations, unions, and newspapers. Faculty members are often helpful in suggesting sites to be shadowed.

Students should provide the coordinator with a summary of their interests, abilities, and aptitudes based on available data such as grade point average, standardized test scores, interest surveys, personal experiences, and previous career exploratory activities. Based on this information and on personal acquaintance with the students, the coordinator matches their indicated career choices with available shadowing sites. Before beginning the shadowing experiences, it is essential for the students to do research in order to know basic information about the careers to be shadowed. This can be accomplished with the help of the Dictionary of Occupational Titles, Occupational Outlook Handbook, and all other books and pamphlets available.

Helpful Hints:

1. The instructor should have a definite method for evaluating a student's performance, and students should know specifically what is expected of them.

2. After students have been assigned to their shadowing sites, one morning per week (before school) should be designated as check-in day. This keeps the instructor aware of what the student is doing at the shadowing site, i.e., one student who did not check in spent much of her time reading Reader's Digest. Had the instructor been informed, she or he could have contacted the site and alleviated the problem.

3. Bad weather can be a problem, particularly in the spring semester. The instructor should emphasize that students will be expected to go to shadowing sites when school is in session.

4. A congenial relationship with each site is a must. Suggestions include: a) using each site a maximum of only twice a semester (seniors given preference); 2) promptly

notifying the site of any scheduling changes; and 3) emphasizing the respoinsibility of each student for maintaining a good relationship (includes sending a "thank you" to each site).

5. Students must notify both the site and the instructor when absent for any reason (including school closing). Provisions should be made for students who do not comply.

6. Optimum time for contacting the site before the student arrives seems to be two to three days. This minimizes having to recontact the site to adjust schedules when students or employers are absent.

7. It is important to talk with students regarding ability and site selection. If a student is not willing to enroll in mathematics, don't send him/her to an architect. If a student indicates he/she does not plan or want to attend more than two years of college, don't send him/her to shadow an attorney.

8. Make employers aware of ability and personality differences in students.

9. The instructor should contact employees who supervise students personally, either by phone or in person. Working through an intermediary impairs efficiency by causing misunderstandings and/or problems.

The following are forms developed for the Kansas Practical Application Handbook which may be reproduced for classroom use.

## STUDENT SITE REVIEW

1. Name of the occupation______________________________

2. Job title________________________________________

3. Exactly what does the worker do?______________________

________________________________________________

4. What tools or equipment are needed?____________________

________________________________________________

5. Does job require: High School Education?______College?_____

Technical School?____________ Other?_______

6. What qualifications, other than education, are necessary?

Physical________________________________________

Mental_________________________________________

7. What are the working conditions and hours?_______________

________________________________________________

8. In what kinds of business is this job found?_____________

9. In what geographic location is this job found?___________

10. What are the opportunities for advancement?_____________

11. List as many related jobs as you can___________________

________________________________________________

12. What interests of yours would this job satisfy?__________

________________________________________________

13. What abilities of yours is this job related to?__________

________________________________________________

14. Will this job require more or less employees in the future?

________________________________________________

15. What equipment will I be required to purchase?___________

## EVALUATION FORM FOR SHADOWING EXPERIENCE

STUDENT NAME: ______________________________ DATE _______________

Please rate the student you have supervised in the shadowing experience according to the following criteria. Thank you.

| | Outstanding | Very good | Average | Poor |
|---|---|---|---|---|
| **ATTENDANCE**<br>Reports on time | | | | |
| Stays the prescribed length of time | | | | |
| Properly notifies supervisor when going to be absent | | | | |
| **ATTITUDE**<br>Willing to participate | | | | |
| Works well with others | | | | |
| Cheerful and pleasant | | | | |
| Follows directions carefully | | | | |
| **PROFESSIONAL BEHAVIOR**<br>Shows respect for others | | | | |
| Demonstrates responsibility and/or reliability | | | | |
| Demonstrates understanding of professional ethics | | | | |
| **INTEREST**<br>Asks questions | | | | |
| Seeks opportunities to learn | | | | |
| **APPEARANCE**<br>Appropriate clothing | | | | |
| Neat, clean | | | | |

COMMENTS:

____________________________________________
Supervisor's Signature

____________________________________________
Name of business or agency

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## GROUP PROCESSING TOOLS

There are several activities or processing tools which can be used throughout the curriculum because they have proved to be effective in helping students increase their thinking, ordering, analyzing, discerning, and integrating abilities. Teachers are encouraged to use these tools as often as is appropriate. Included here are the following: "I LEARNED..."; BRAINSTORMING; E.I.A.G.G.; FISHBOWL; STOP ACTION; ROLE-PLAYING.

## I LEARNED

"I LEARNED..." is a simple statement which can be used orally or in writing after any exercise, or classroom learning experience. It helps the student to consciously realize and sum up what he or she has absorbed, and to come to conclusions about what has been learned. When the written statement is used, the activity supports our current understanding of how writing can be useful to the students' learning processes; and, in addition, the activity serves as a means of increasing writing fluency through a functional use of writing. It is a good idea to encourage students to use this statement throughout his/her life. Every situation, event, or experience, whether positive or negative, that we have has possible consideration for its ability to help us learn more about ourselves. This ability, in turn, can help us see that we may need to make necessary changes in our behavior.

## BRAINSTORMING

BRAINSTORMING is a technique that is used for class discussion to collect as much information as possible. The rules of brainstorming:

1. First, a topic is chosen for discussion. Everyone has a chance to talk and they are to say as much as they want. There are no right or wrong answers. The purpose is to get out as many ideas as possible and for people to greatly use their minds and imaginations. New ideas are encouraged so that students will begin to develop their imaginations and creativity.

2. People can say what they want as long as it is on the subject. No one is to judge or criticize what another person has said. All ideas are accepted.1

3. People are encouraged to add to each other's ideas. This is called "piggybacking".

4. Each idea is recorded on the board.

5. A time limit should be set for this activity; usually five minutes.

## E.I.A.G.G.

E.I.A.G.G. are the letters that stand for the first word of each statement below. This thinking activity is useful for both positive classroom experiences as well as crisis or behavior problems that might come up. It is a great tool for teaching students how to analyze a situation. When working out a situation, ask these questions of each person who is involved. Use this as a class discussion or as individual seat work.

A. Event-What happened? What was the situation that happened to you or to someone else.

B. Itemize-Who said what to whom? Who did what? List all the different things that happened.

C. Analyze-What did you think and how did you feel when those things were happening/ How you feel is very important for this part.

D. Generalize -What did you learn? After you have gone through each step here, and looked at your feelings, you can then reach a conclusion or make a decision about yourself or another person.

E. Goal-What goals will you set for yourself from what you have learned in this situation. These goals will be short term, believable, attainable, observable, and consequences will be noted after they are achieved.

## THE FISHBOWL TECHNIQUE

THE FISHBOWL TECHNIQUE is an activity designed to help increase participation in a discussion and increase each member's awareness of the roles each student plays in the group. This technique can be used with students from grades 3 through 12. It can be carried out in 30 to 45 minutes with as many as 30 individuals.

### A. Procedure:

1. The group is divided into an inner discussion group and an outer observing group.
2. The group selects a topic or is assigned a topic for discussion.
3. The group leader or teacher briefly explains the purpose of the excercise and how it will work.
4. The outer circle listens and observes the inner group discuss without interacting with them. The outer group's assignment varies. Some ideas include counting how many of the inner group participate in the discussion or noticing how many people look as if they wish to say something, but don't or keeping track of who interrupts and who is interrupted. Practicing listening, observing and feedback skills is a goal for the outer group.

5. The inner group begins its discussion. Brief silences may occur, but ordinarily a member of the group will break the silence. After 10 minutes has elapsed, stop the group discussion.

6. The observers report on what they saw and heard, while the inner group listens silently. This usually takes 5 to 7 minutes.

7. The groups exchange seats and repeat the process.

B. Wrap-up: The entire group can discuss the following:

1. What things hindered the discussion?
2. What things helped it?
3. Was it worthwhile to have this kind of discussion?
4. It could be brought out by the group leader that discussion is better when group members:

   a. Listen and build on what has been said before.
   b. Give others a chance and help those who seem to want to join in, but don't.
   c. Accept other people's opinions as possibily valid for ourselves.

## STOP ACTION

STOP ACTION is an activity designed to help correct a general tendency to become so absorbed in what we are doing that we do notice how we are doing it. The exercise helps people learn to be more effective group members and group leaders. It increases group creativity and can add to the learning and satisfaction gained from a group experience. Getting off the subject and wanting to return to the assigned topic is a reason for using "stop action" as it is wanting to stop disruptive behavior in the classroom. Using a timeout hand signal and saying, "stop action", is the cue used for the students.

## ROLE-PLAYING

ROLE-PLAYING is the assumption of a particular role. Some uses of it may be:

1) to convey information;
2) to present a situation for analysis;
3) to facilitate emotional expression;
4) to develop understanding of group situations;
5) for prognosis and testing;
6) for preparation to meet future situations;
7) to stimulate participation and involvement;
8) to provide opportunity for catharsis;
9) to develop better understanding of points of view of others;
10) to increase spontaneity;
11) to develop specific skills;
12) to facilitate evaluation and synthesis;
13) to evaluate personal motivation;
14) to present alternative courses of action.

Steps involved in the use of role-playing:

1. Assess the appropriateness of role playing in this group at this time.
   - a. Role-playing is best used spontaneously.
   - b. It should be used only if it will be useful, not just for the sake of doing it or showing off a new trick.
   - c. A skilled leader must be willing and able to change his/her plans in accordance with the needs of the group.

2. Sensitize the group to the need to work on a particular problem.

3. Set up the role-playing situation. These criteria may be useful in doing this:
   - a. The scene should reveal a valid problem in human relations.
   - b. The problem should be clear and specific, not complex.
   - c. The problem should be one which can be solved by

the characters in the scene without exaggeration of their abilities.

d. It must also have significance for the persons who are doing the role-playing.

4. Take stock of your planning. Ask yourself;

   a. How can the material which is to be studied be introduced most effectively?
   b. How can the group be helped to achieve the greatest possible insight?
   c. What can be done to help those who are playing roles and those who are watching to feel most at home in their respective activities?

5. Some suggestions for introducing role-playing:

   a. Instead of introducing it as a new method, it may be easier to get the action started naturally, without labeling the technique as "role-playing".
   b. It is essential to be sensitive to interpersonal relationships within the group and to avoid

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uncovering deep-seated problems which may require professional help.

c. After the group has been introduced to role-playing, the leader should weigh the idea of taking part him/herself vs. only serving as a discussion leader.

d. Remember that in role-playing spontaneity is important. Underpreparation is therefore usually preferable to over-preparation.

6. Some suggestions for "casting";

   a. In assigning roles, any of the following may be used:
      1. Ask students to volunteer to take specific roles.
      2. Ask the group to suggest which student should take each role.
      3. The role might be defined so clearly that only one person can identify with the role.

   b. If there is an unfavorable role, it may be well to assign it to a person who has enough status in the group to carry this burden successfully. Or the leader might take this role to protect the feelings of others and get things moving.

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   c. It may be desirable to start students in roles in which they feel at home and confident, and roles which will not put them on the spot. (It may be easier, for example for a student to play the role of a student, rather than to play himself.)
   d. After a student has agreed to take a role, the leader might ask the student to choose the role which would be most helpful to him/her in solving his/her own problem.

7. Some suggestions for "warming-up" the cast:

   a. A certain amount of warming-up may be desirable when presenting a scene in a program before an audience or in a large group. A brief scene whose major action chronologically precedes the action of the major scene is often good for this purpose. In a small group, however, warming-up is best done on the spot.
   b. The director and/or the other members of the cast may brief each member on his role.
   c. The soliloquy may be used to permit each member to define his role before the audience as an introduction to role-playing.

8. Help the audience to observe skillfully:

   a. Assign one or more to act as observers and give them something specific to watch for, such as: What do they think of the handling of the problem? of the solutions proposed? Why do they think the players behaved as they did? How would they feel in this role or that one?
   b. Clue sheets may be distributed for use in the discussion after the scene.
   c. The leader may ask the audience to suggest points to look for in the scene and to discuss later.
   d. He may ask members of the audience to raise their hands when they have ideas for improvement in the action.

9. Suggestions for "cutting" i.e., terminating the scene:

   a. The common tendency is to let the scene is to go on long. If the crisis is passed, everyone will get restless.
   b. The leader should assume this responsibility at first, but may soon profitably share the

responsibility with players and audience. A "time out" signal may prove helpful.

10. Evaluation and discussion.

    a. It is often wise to ask the players how they felt about what happened before asking the questions of the audience.
    b. If the audience is large, it may be divided into buzz groups for discussion.

11. Suggestions for replaying a scene:

    a. Same players make changes suggested in the evaluation.
    b. Same players may try a new approach to the problem.
    c. Different players may try a new approach to the problem.
    d. Same or different players may move into a scene that will probably follow.

# Part III.

## Road...Maps Activities in:

- Language Arts
- Social Studies
- Math

**Notes**:

**Grade Level**:

Assigning a grade level to Activity Plans is difficult because students' competencies differ, both within classes, and from to class. Therefore, the Road...Maps Activities are placed here according to an assigned range: Grades K through 1; 1 through 2; and so on. The placement within the assigned grade level range is made according to the lower grade placement within the range.

**Activity Sheets**:

Some Activity Plans have accompanying worksheets, termed Activity Sheets. These are identified by the letters A, B, C, and so on and are available for reproduction in sufficient numbers for students in a class.

## MECCA ACTIVITY FORM

TITLE: LIKES AND DISLIKES (LA302) SUGGESTED GRADE LEVEL: K

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS
(POSITION IN SPACE/FOLLOWING DIRECTIONS)

GOAL 1: SELF AWARENESS
OBJ. 1.5 Relates personal needs, values, interests to behavior, decisions and careers through (1.5A) naming personal preferences and relating them to activities.
GOAL 3: DECISION MAKING
OBJ. 3.8 Demonstrates the ability to participate in group decision making by (3.8 A) sharing decisions and opinions with others.

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Materials:
One chair for each student

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Activities: Teacher Comment:

1. Line students up each standing behind a chair.

2. Ask students to stand to the: left; right; back; in front of; beside; behind; on; step over the chair, etc.

3. Identify a student leader. Ask the leader to give the positional directions.

4. Change the directions to: All those who like to read stories sit in the chair; all those who like to set the table do _____; all those that like to pass out paper do ____; etc. (continue with classroom jobs, or activities like use the slide, followed by positional directions.

5. Bring the students together as a circle group. Talk about how each of us likes to do different things.

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Evaluation:
Student ability to make choices and indicate by position activities liked.

# MECCA ACTIVITY PLAN

TITLE: WORKERS IN THE COMMUNITY SUGGESTED GRADE LEVEL:K
(LA28/SS21)

INFUSION: LANG. ARTS/S.STUDIES LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3A) describing work done, clothes worn and tools used by a variety of workers and (8.3B) identifying people who produce goods and services they use.

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Materials:
Pictures and books as resources to read about workers.
Pencils and crayons
Activity sheets A-O (one set per student)

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Activities: Teacher Comments:

1. Read stories about the community workers pictured in the Activity Sheets. Ask open-ended questions about the workers: Ex. What places would you find these workers? What kinds of clothes might they wear? Why would they need to wear special clothes?

2. Ask students to role-play the jobs of the workers. Ask, what would happen to the community if the workers were not there? Discuss the ways in which each worker contributes to all and that each worker needs the other workers.

3. Give Activity Sheets to students as needed. Try to distribute these one at a time and discuss them as they are completed.

(Option) Invite people from the community to visit and talk about their jobs, or take a trip to worker locations in the community.

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Evaluation:
1. Student discussion indicating understanding of the work done, clothes worn and tools used by these workers.
2. Student drawings on Activity Sheets indicating understanding of tools used by these workers.

# WORKERS IN OUR COMMUNITY

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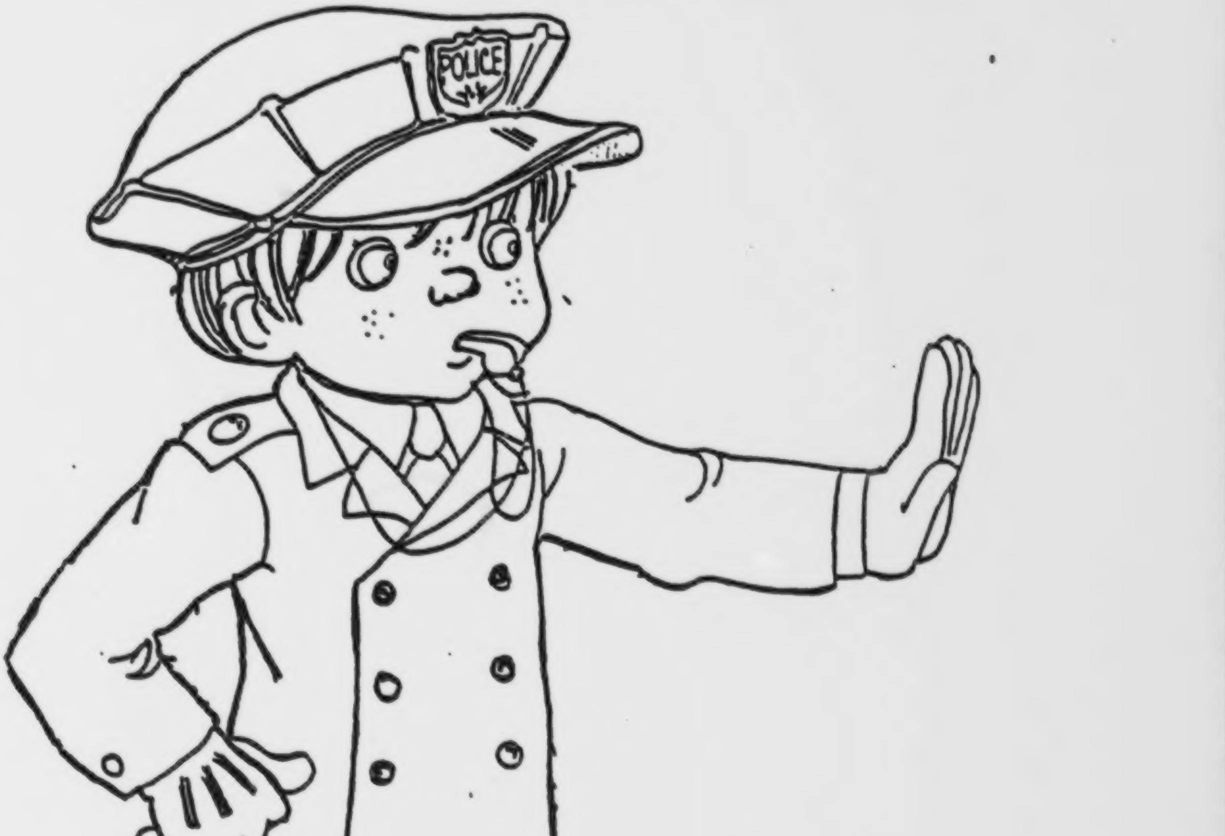
Here is a police officer. Men or women who are police officers help keep us safe. Draw yoursel where you would be waiting to cross the street. The police officer sees that you get across the street safely.



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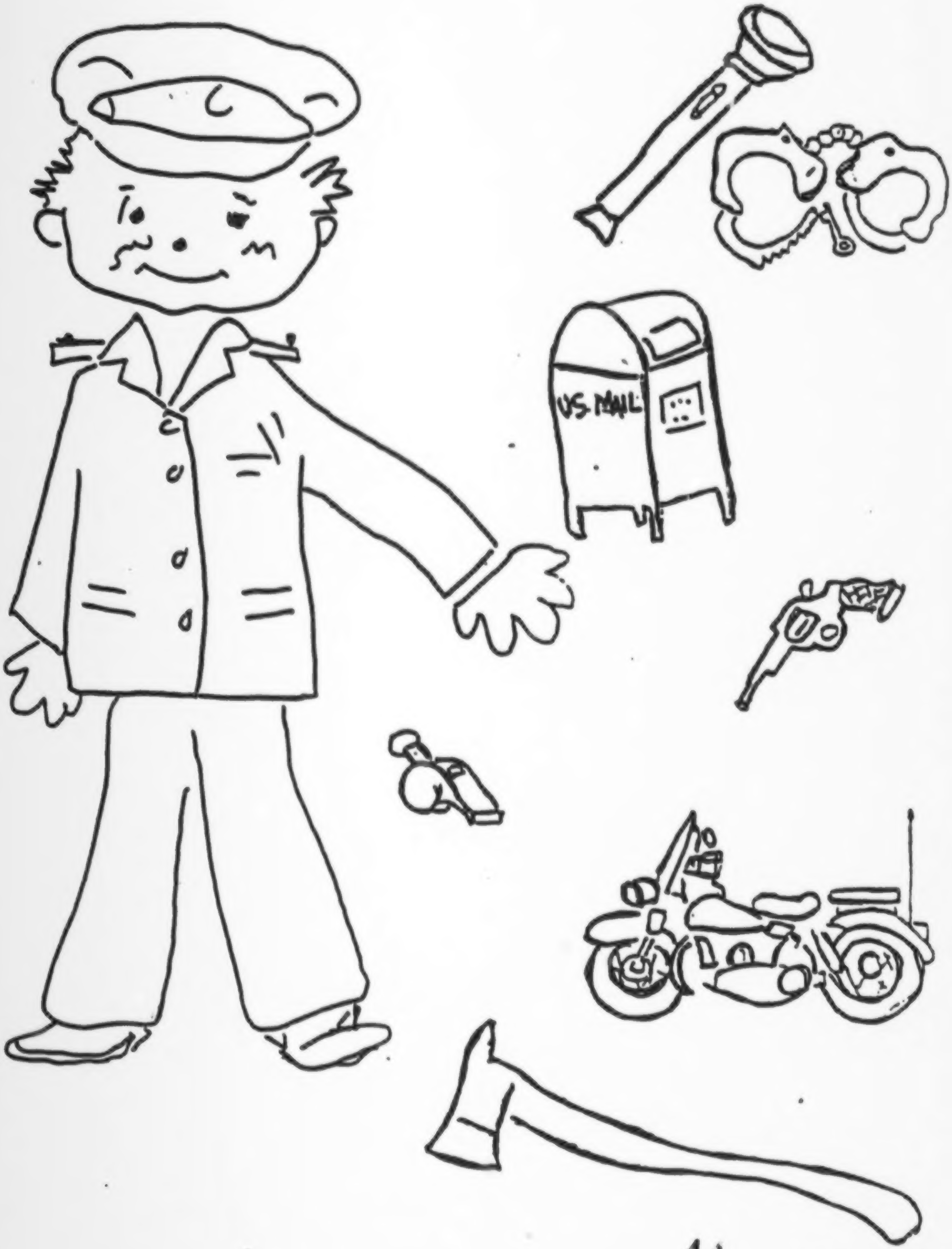
The police officers need tools to do their work. Draw a line from the police officer to his or her tools.



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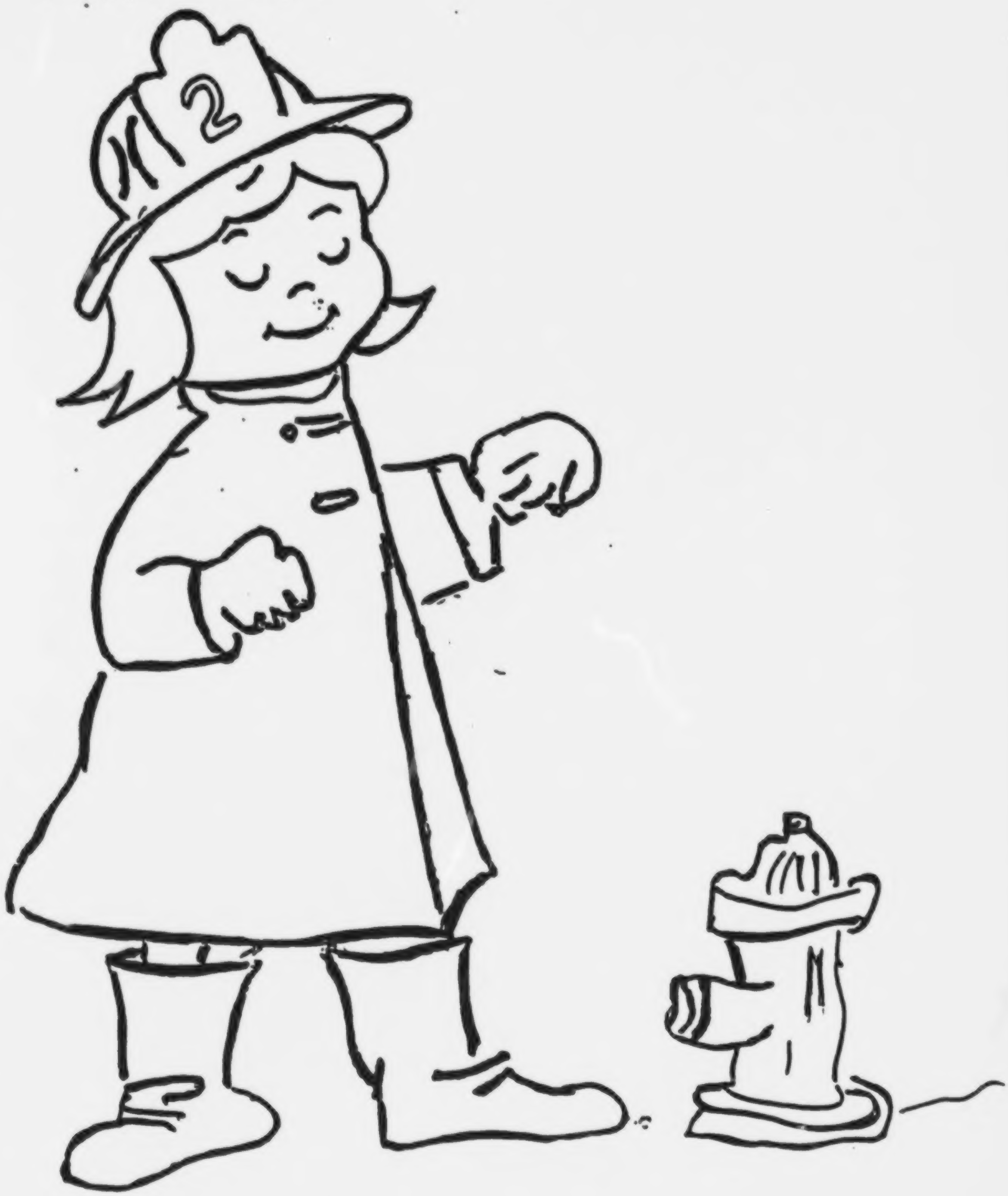
How does the firefighter help us? Please give the firefighter a hose to help put out the fire.



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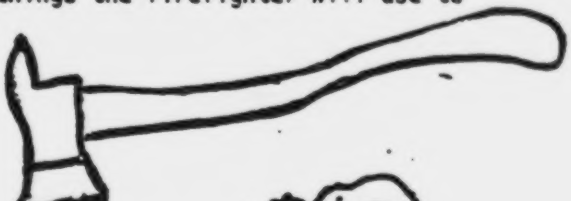
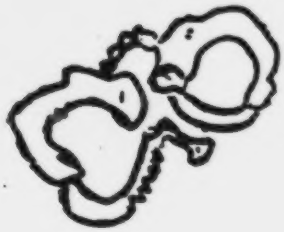
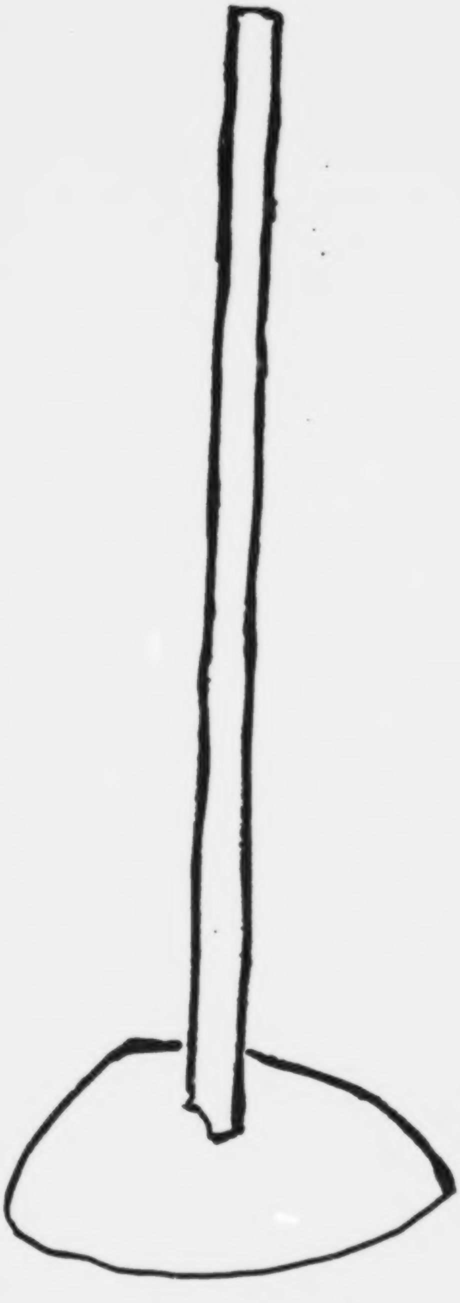
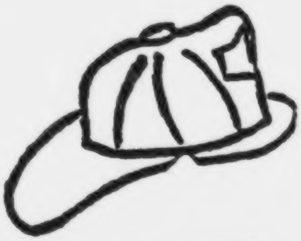
44.

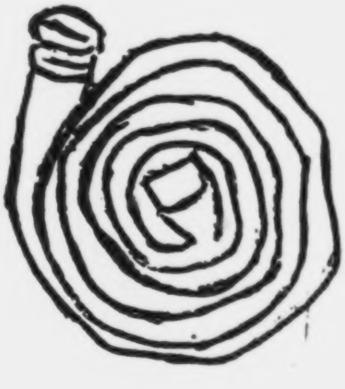
Draw a firefighter sliding down the pole. The firefighter is going to put out a fire. Put an "X" on the things the firefighter will use to do this.

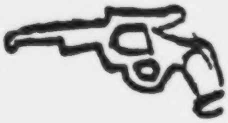












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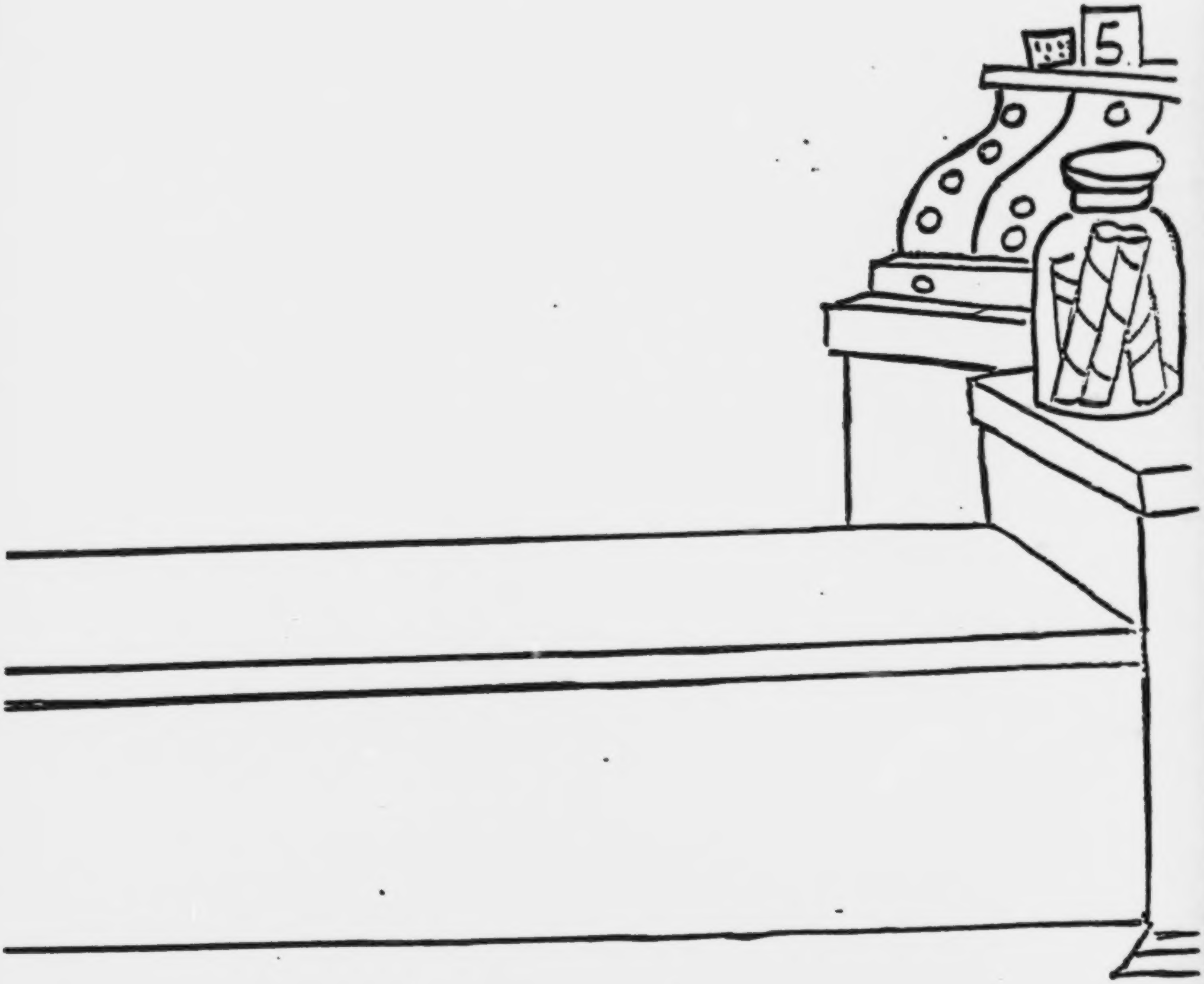
What can we buy at the grocery store? Draw some groceries on the counter; a grocery clerk behind the counter;and a customer in front of the counter.



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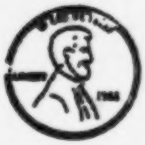
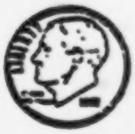
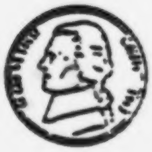
You need money to buy things at the grocery store. Match the picture of the money to how much it is. A grocery clerk must know how to recognize and count money.



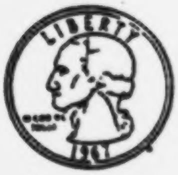
**nickel**
5¢



**quarter**
25¢



**penny**
1¢



**dime**
10¢

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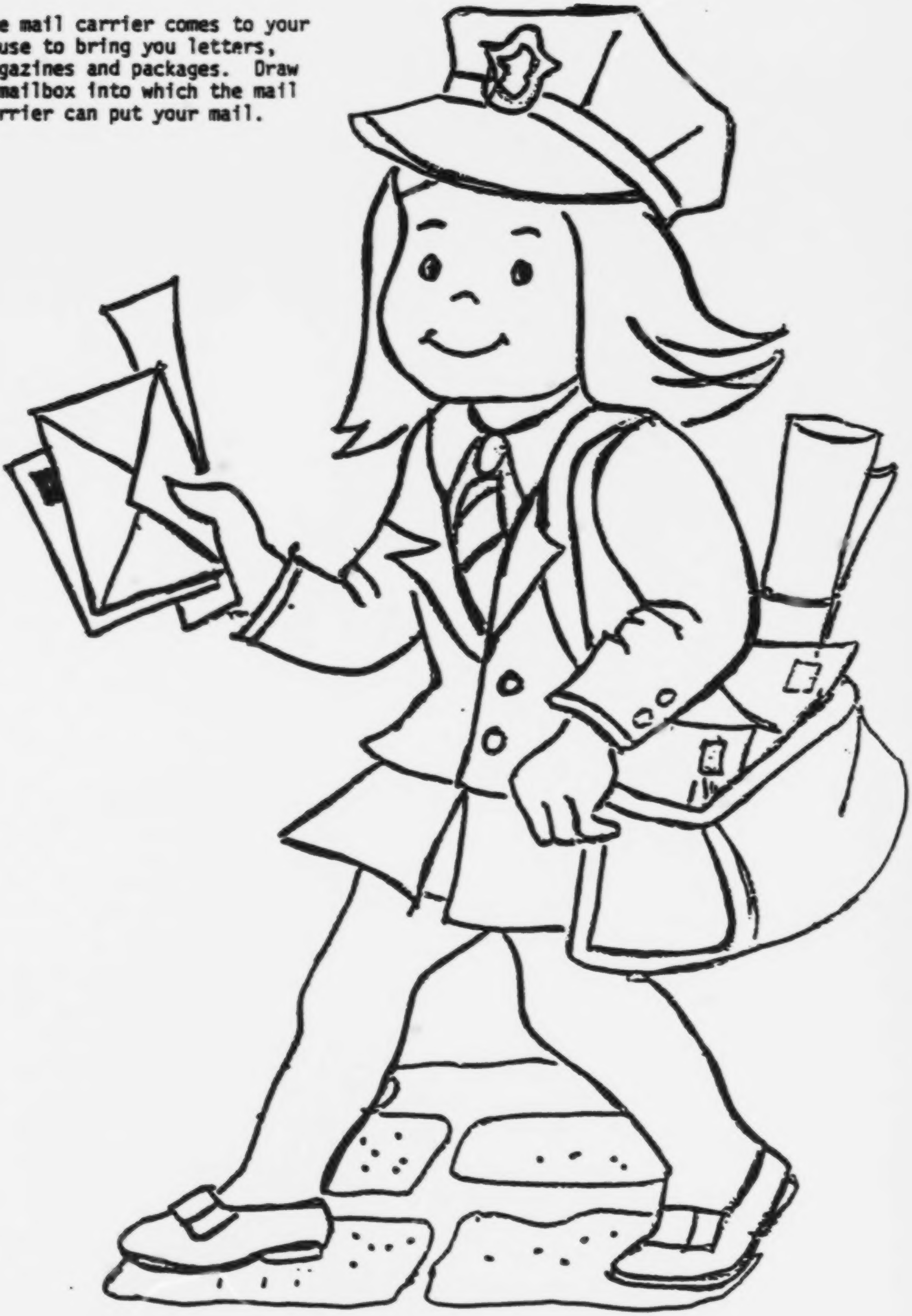
The mail carrier comes to your house to bring you letters, magazines and packages. Draw a mailbox into which the mail carrier can put your mail.



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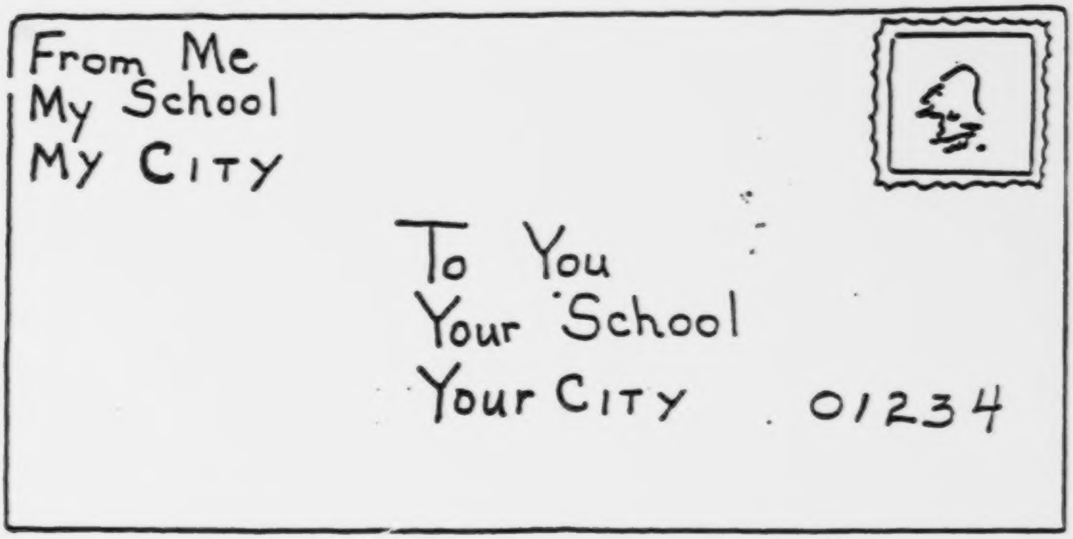
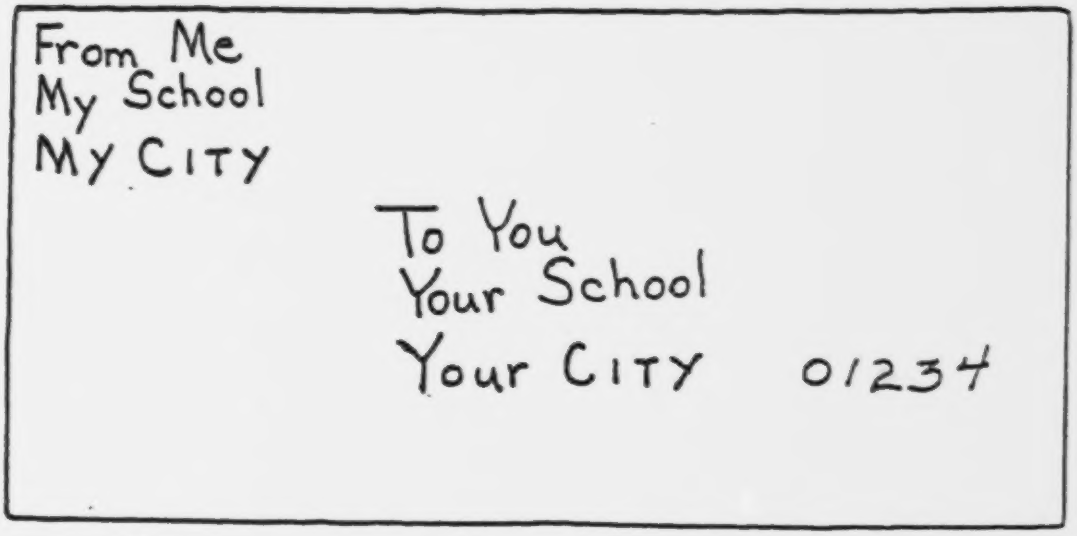
The mail carrier gets the mail from the post office. The mail carrier also takes mail to the post office. Pretend you have written the two letters on this page. One is ready to go to the post office. What does the other one need to have? Can you fix the letter that is not ready so it can be mailed? Try. You can do it!


From Me
My School
My City
To You
Your School
Your City 01234


From Me
My School
My City
To You
Your School
Your City 01234

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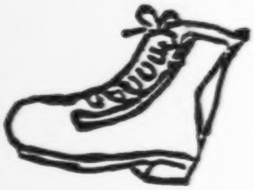
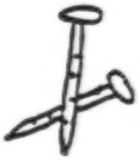
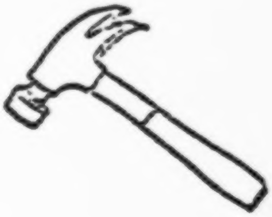
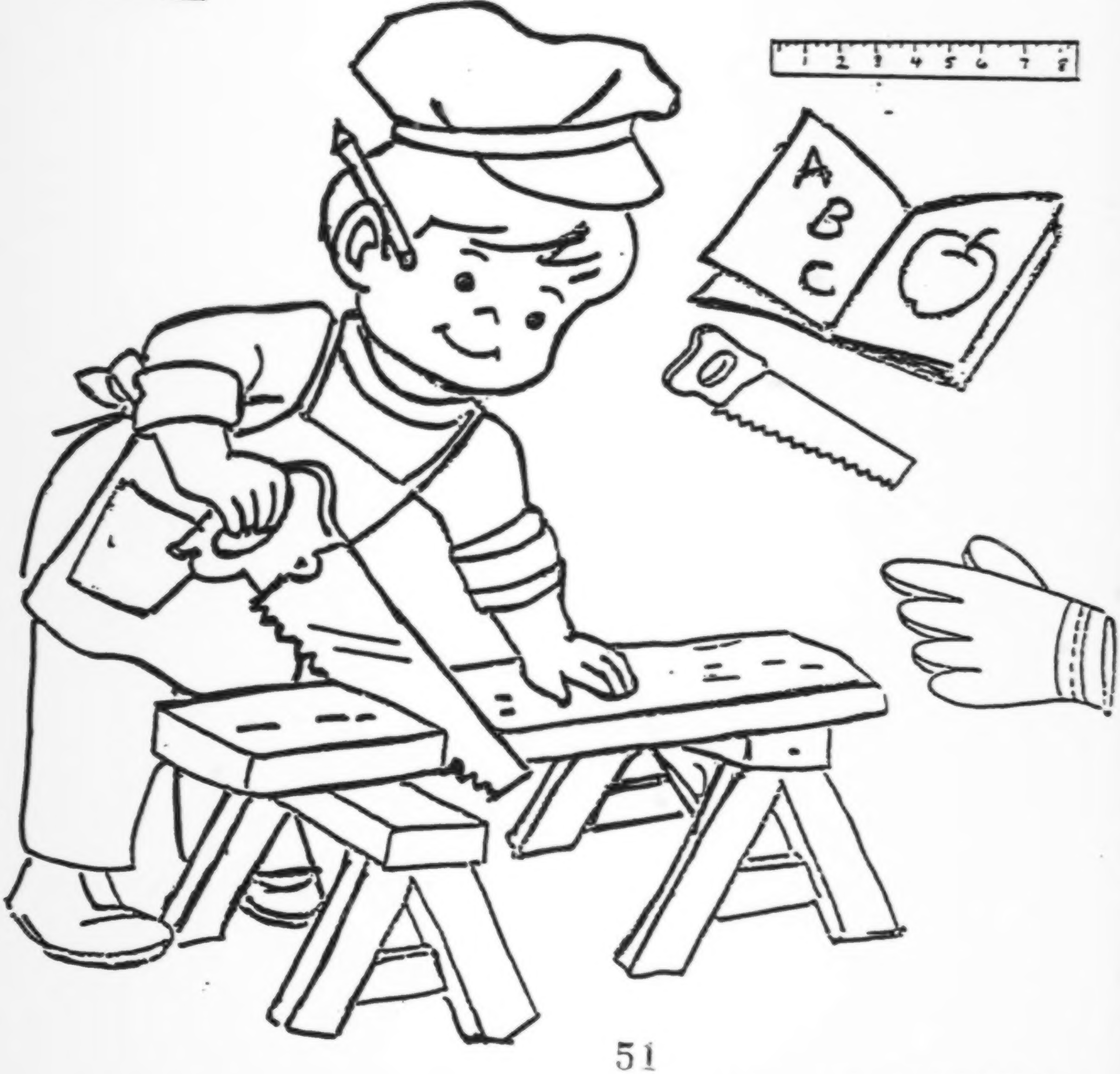
A carpenter must have special tools and clothes in order to work. Look carefully at all of the things on this page and put an "X" on those that belong to the carpenter.









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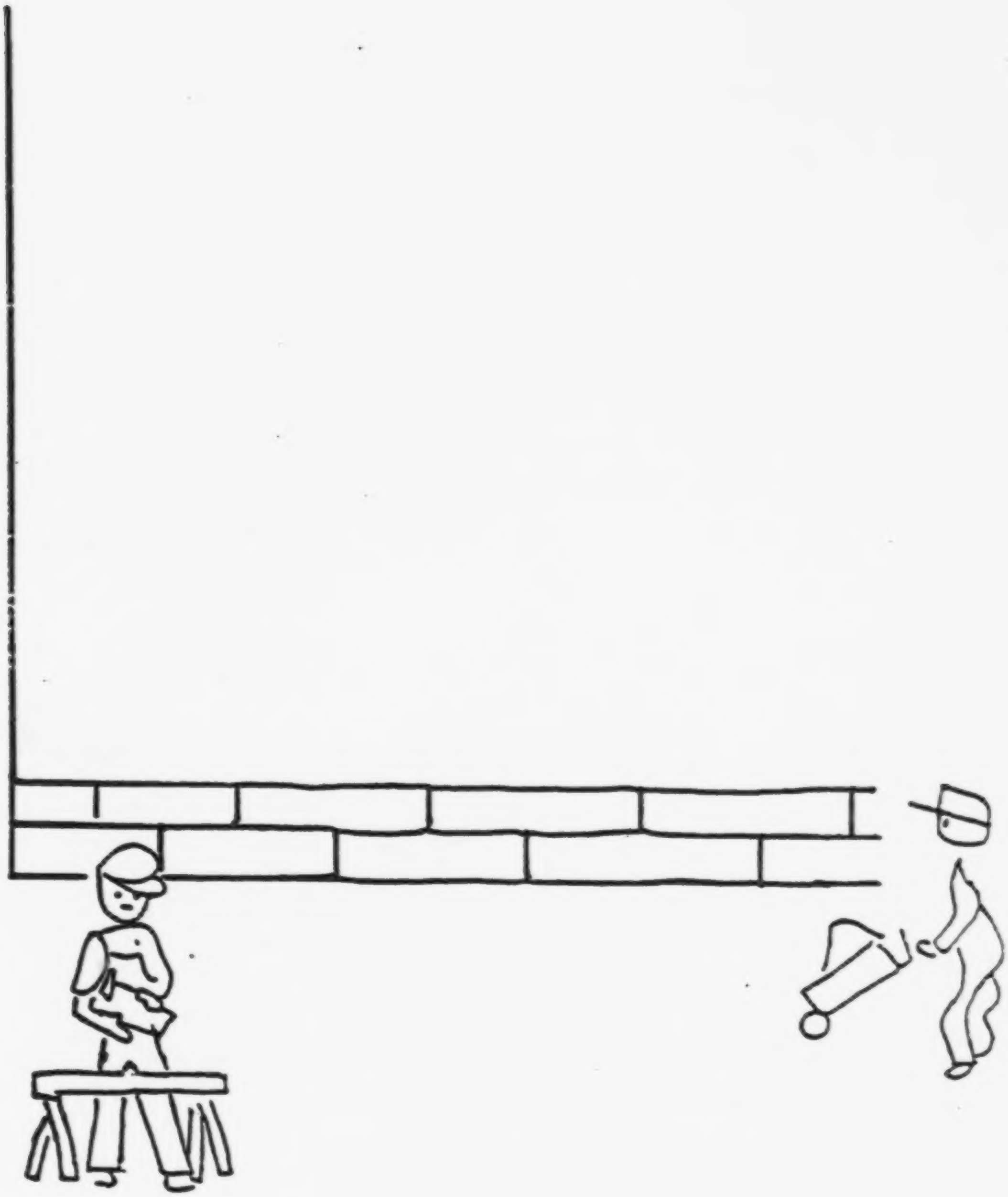
LA28/SS21-K

These carpenters are building a new house. Help them finish it! Draw in windows, doors and a roof. Finish it any way you like.



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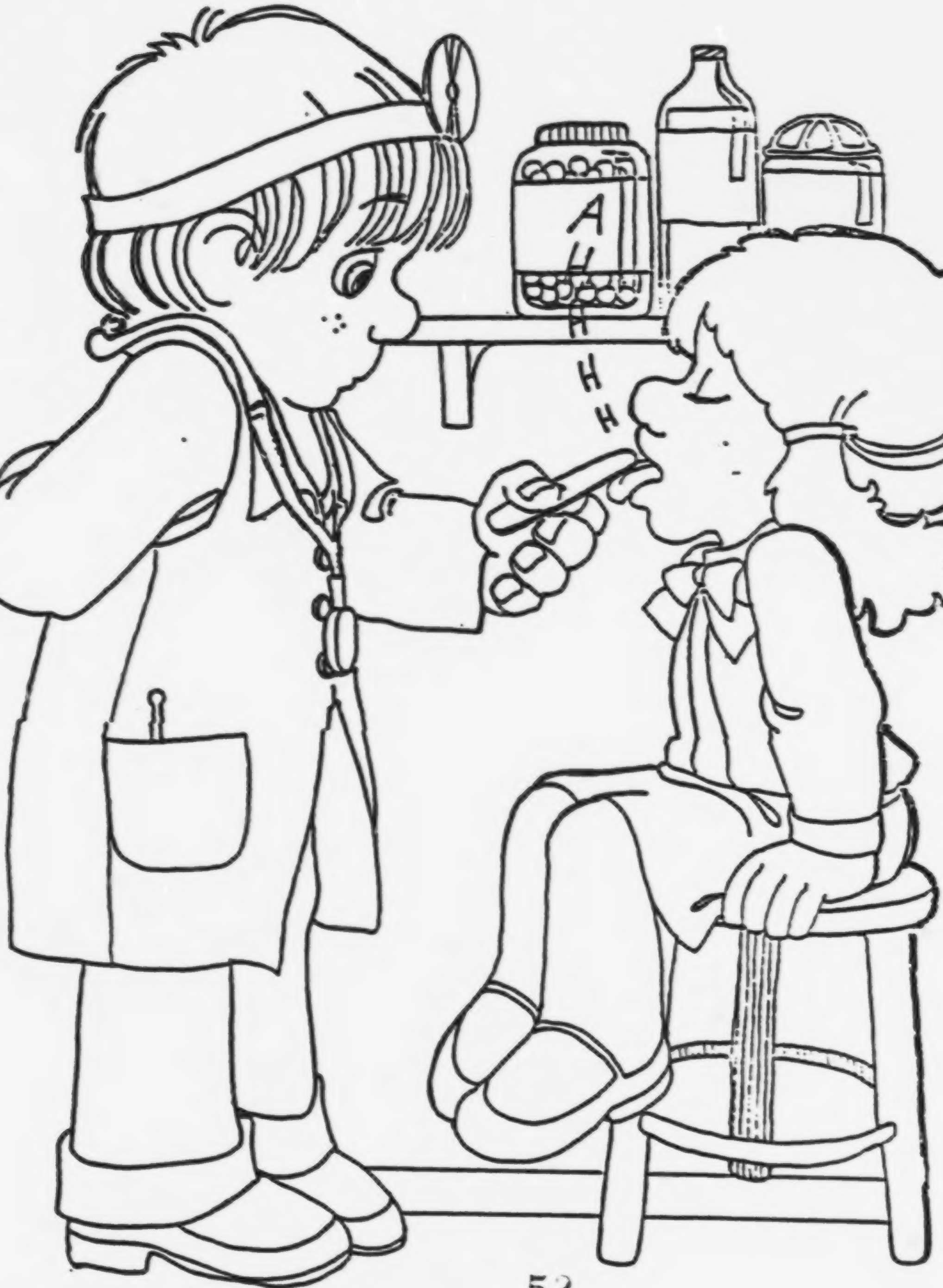
LA28/SS21-L
The medical doctor helps us keep healthy and tells us how to take care of ourselves when we are sick. This little girl has a sore throat. Can you think of some ways she might have caught cold?



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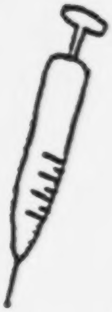
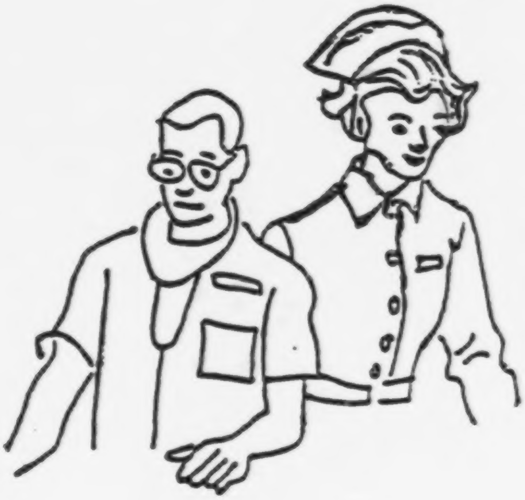
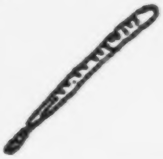
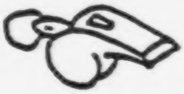
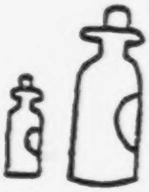
Doctors and nurses help to keep us healthy. What tools do they use in their work? Look at the things on this page and see if you can decide what tools are used by a doctor or a nurse. When you find them, draw a line from the tools to the picture of a doctor and a nurse.

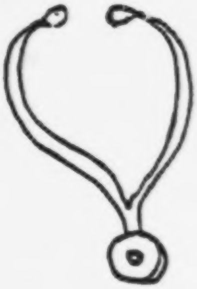


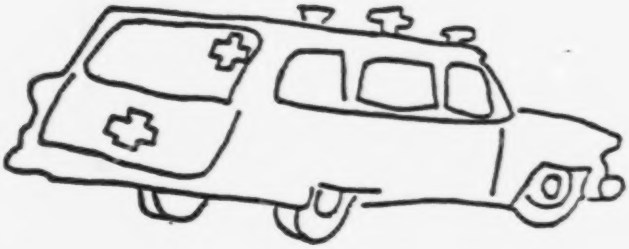


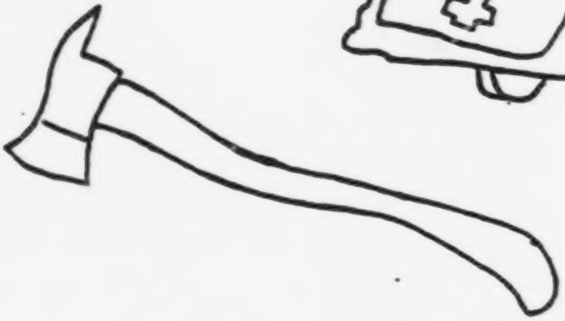












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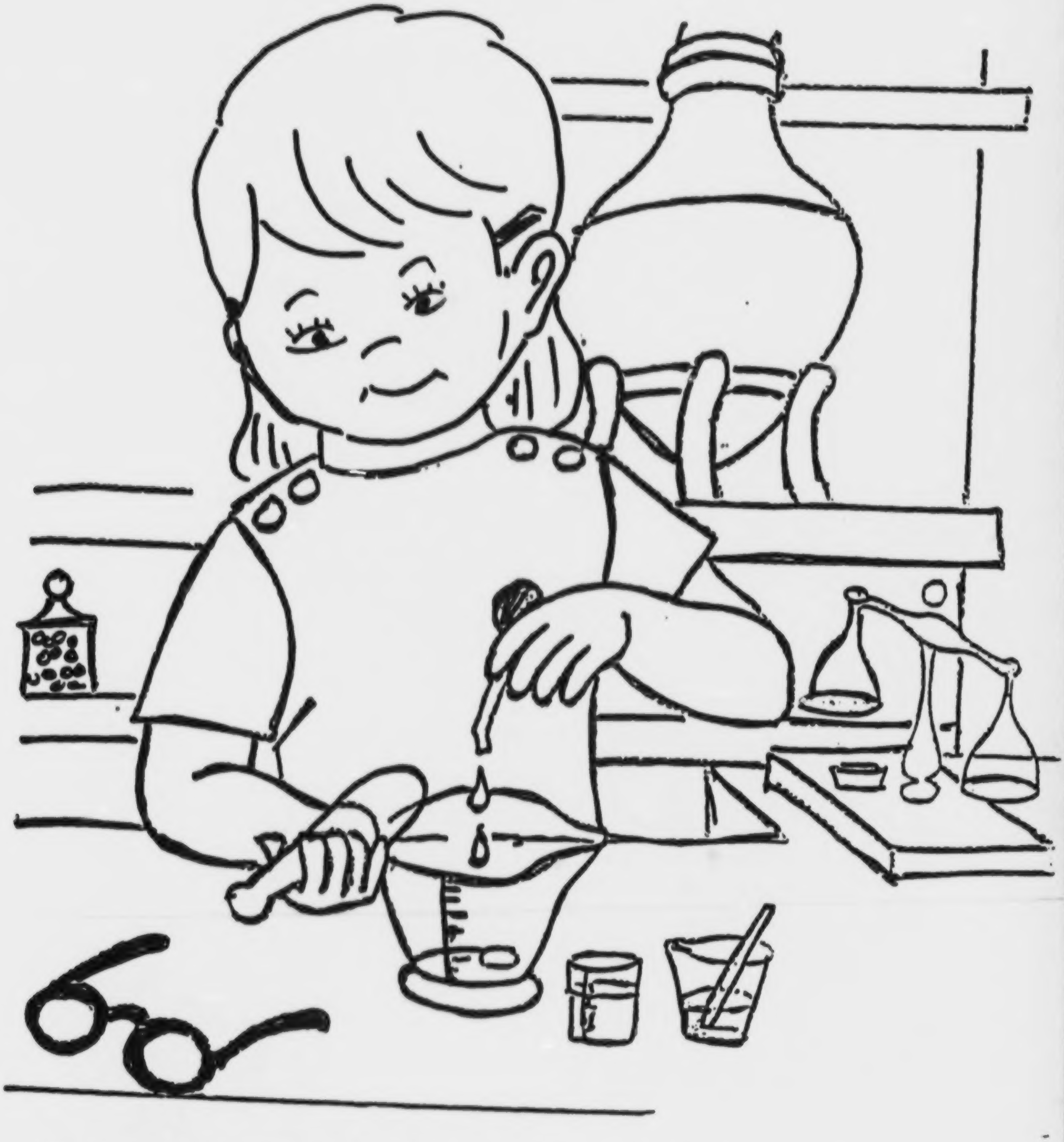
# A PHARMACIST



The pharmacist measures and weighs our medicine so that we will get just the right amount the doctor ordered for us.

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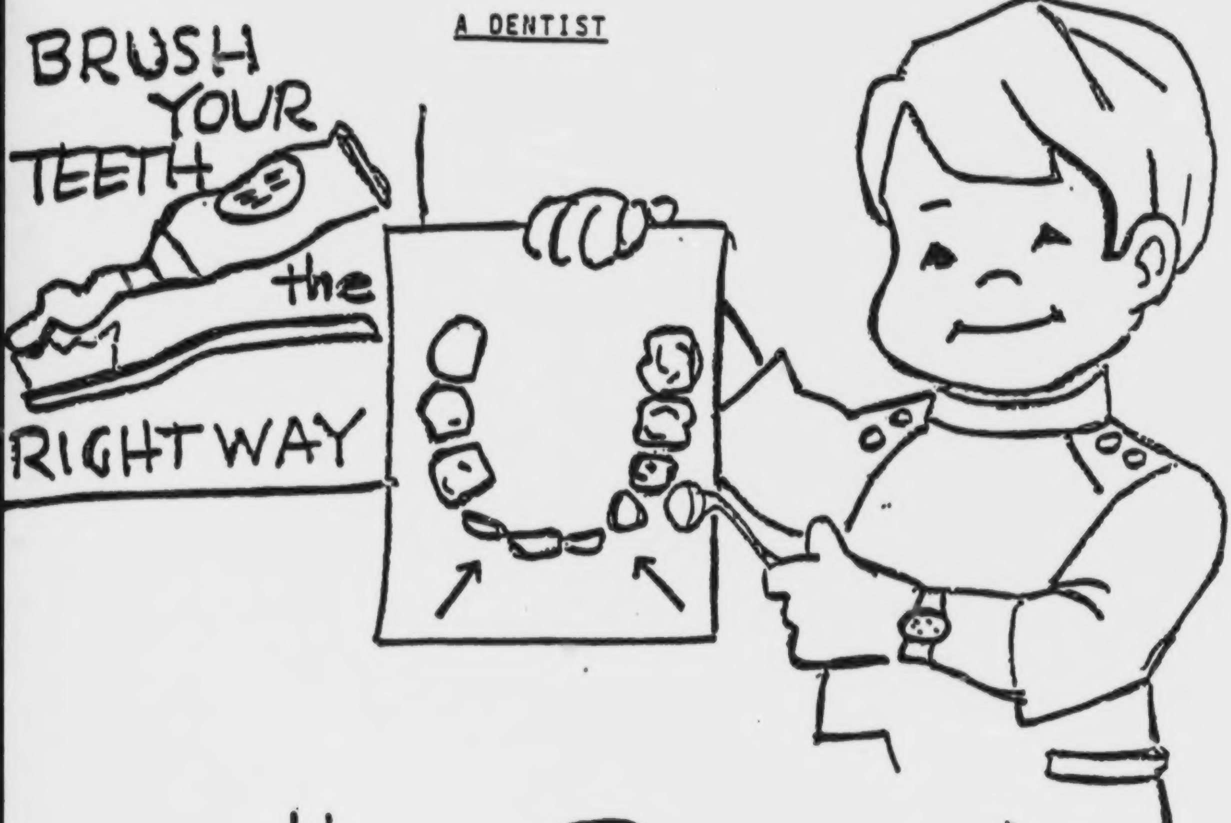
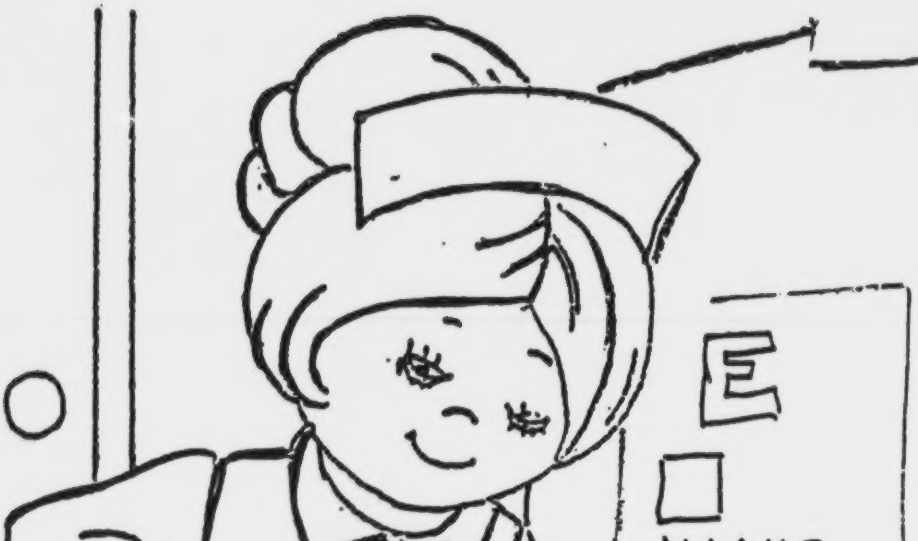
There are other people who work to keep us healthy. What do these people do for you?

A DENTIST


BRUSH
YOUR
TEETH
the
RIGHT WAY

A NURSE



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## MECCA ACTIVITY PLAN

TITLE: THE LITTLE ENGINE (SS10)    SUGGESTED GRADE LEVEL: K

INFUSION: SOCIAL STUDIES    LEVEL: AWARENESS

GOAL 4: WORK HABITS AND ATTITUDES
OBJ. 4.2 Exhibits a positive work attitude by (4.2A) identifying personal value in work.

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Materials:
Book: The Little Engine that Could
Paper, pencils, crayons

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Activities:    Teacher comments:

1. Read the story, The Little Engine that Could. Ask the children to listen to the story and try to remember the people who refused to help and what the little engine was able to do.

2. Ask 1-2 children to retell the story. Discuss, using (as appropriate) the following questions:
   A. Why was the little train so happy at the start of the story?
   b. Why does something like taking taking toys to children make us happy?
   c. What happened to make the little train sad?
   d. Why wouldn't the shiny new engine help share the task of getting the little engine over the mountain? -or the big strong freight engine; the dingy, rusty engine?
   e. What did the Little Blue Engine say when the toys asked for help?
   f. Was he able to help?
   g. How did the Little Blue Engine feel after he was able to help?
   h. What would happen to the toys if they had not been able to get over the mountain?

3. Discuss the importance of finishing what one starts. What would happen if we all stopped in the middle of work?

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4. Ask students to draw picture of point h. above or other unfinished work.

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Evaluation:
Student drawings of consequences of unfinished work.

# MECCA ACTIVITY PLAN

TITLE: COMMUNITY WORK PUZZLE (SS22) SUGGESTED GRADE LEVEL: K

INFUSION: SOCIAL STUDIES (PART/WHOLE) LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3B) identifying people who produce goods and services they use.
GOAL 4: WORK HABITS AND ATTITUDES
OBJ. 4.7 Understands and respects worker roles by (4.7A) following directions.

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**Materials:**
Activity Sheets A-G puzzle pages (one set per student)
Crayons, scissors, glue
Construction paper

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**Activities:** **Teacher Comment:**

1. Ask students to color and cut the four puzzle pieces, one page at a time. (Cut along the straight line.)

2. Students glue the parts of the puzzle together on construction paper so that the picture is an organized whole.

3. Lead students in a discussion of who the worker is, where they work, and what they do.

(Option) Pictures mounted on oak tag can be used for independent use at a later time.

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**Evaluation:**
1. Student ability to follow directions, color, cut and paste puzzles.
2. Student discussion indicating awareness of people who produce goods and services they use.

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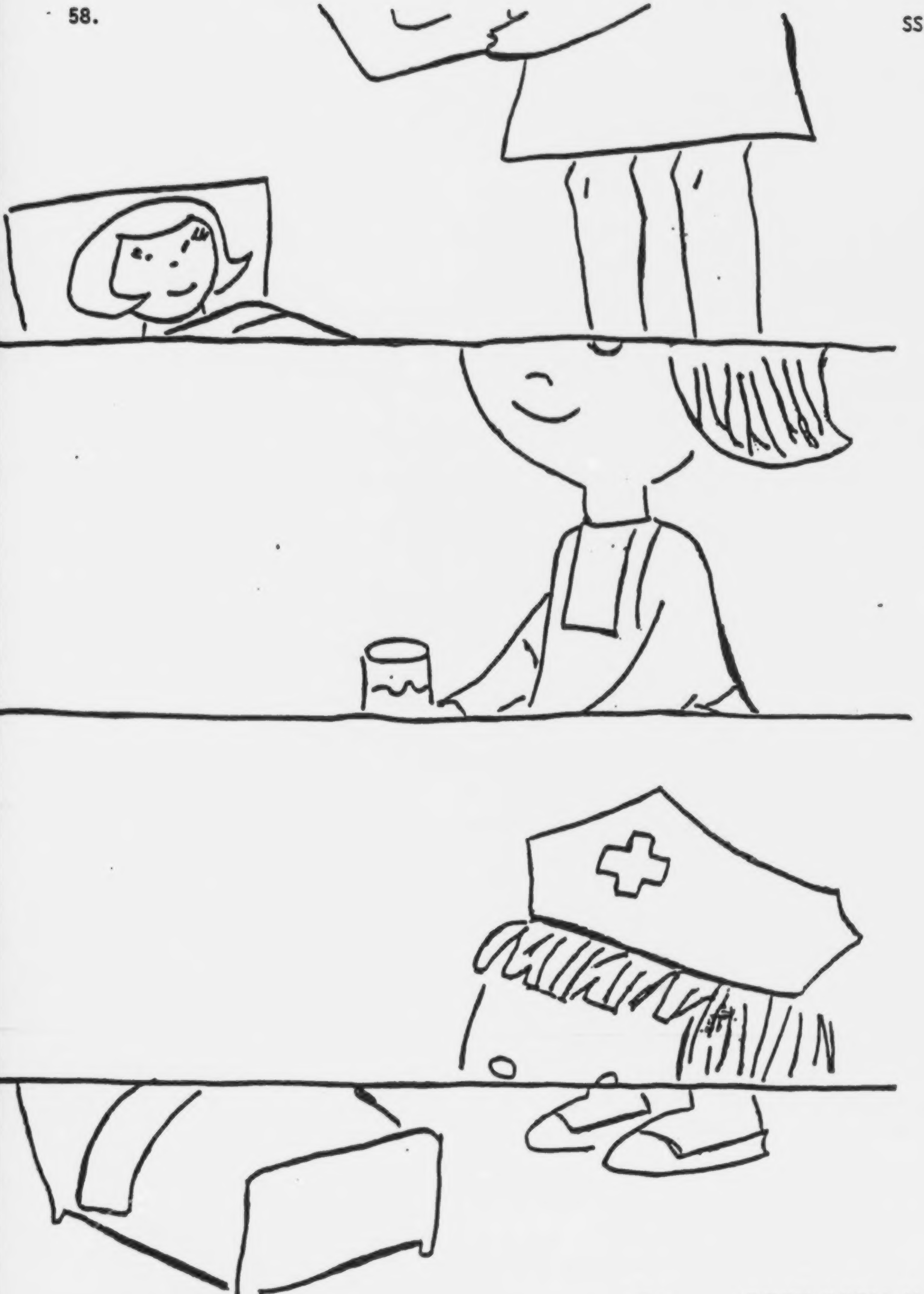

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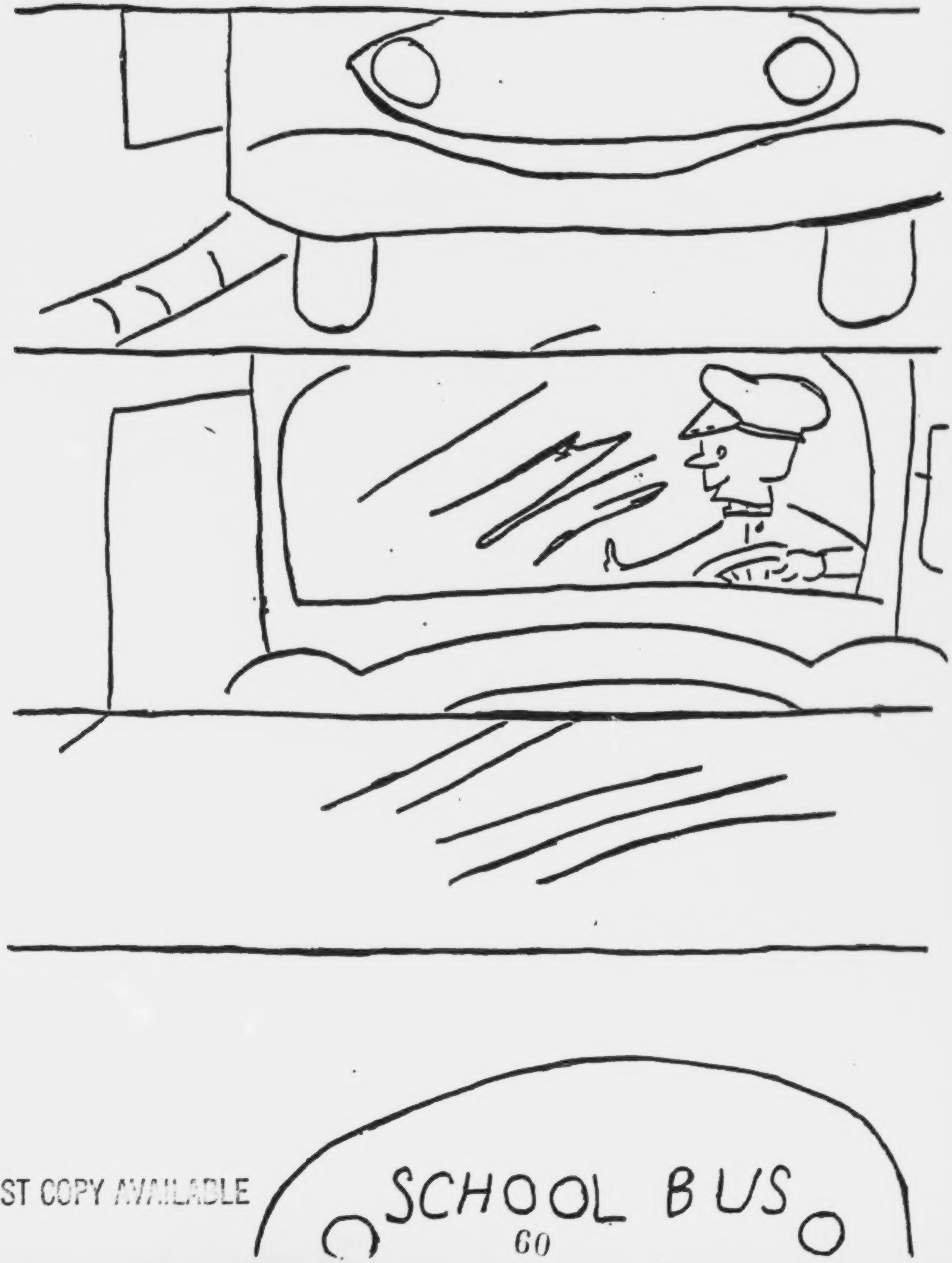

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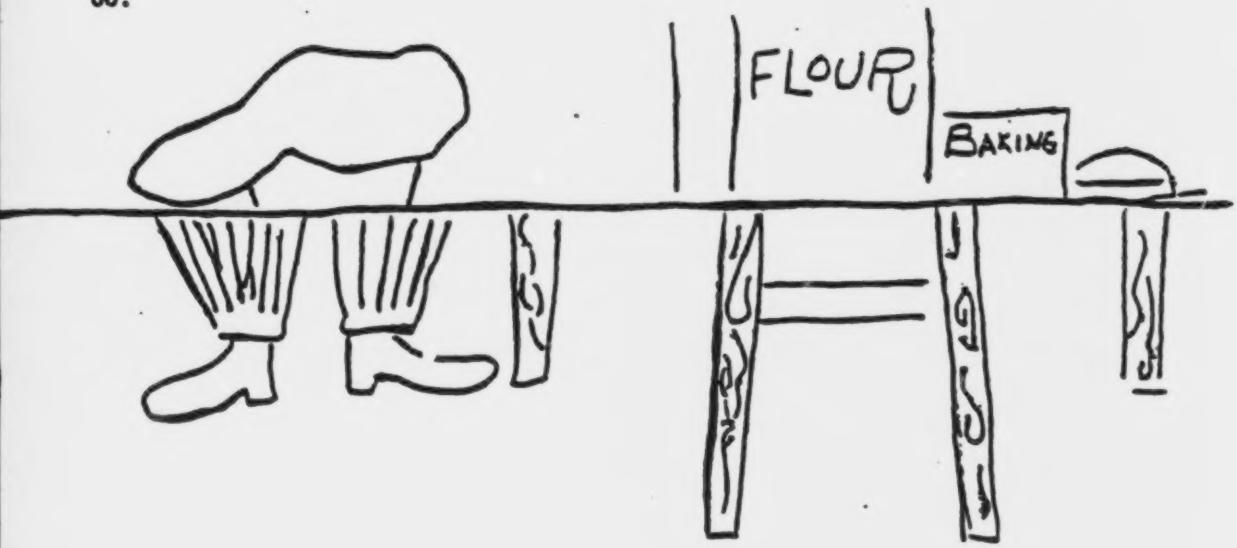
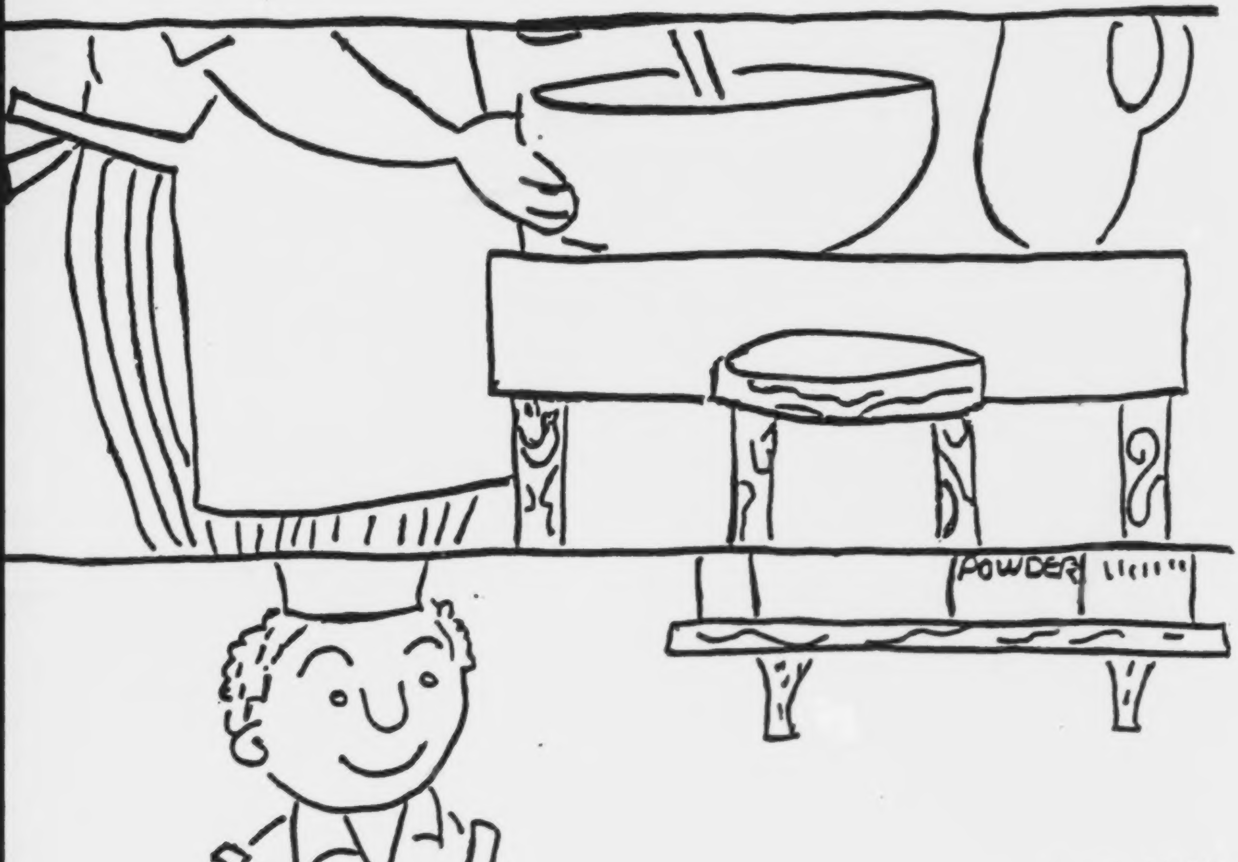

FLOUR
BAKING



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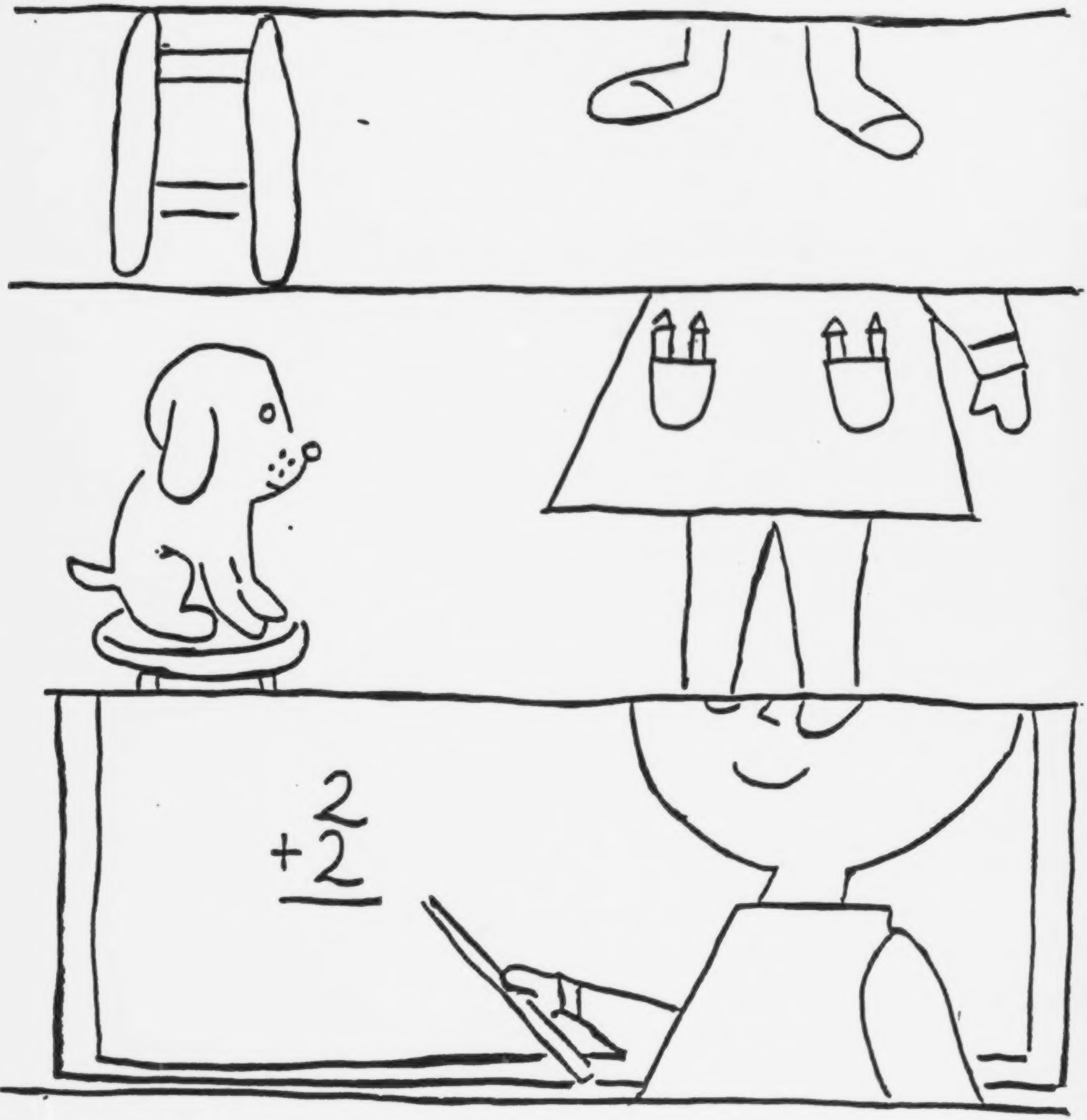

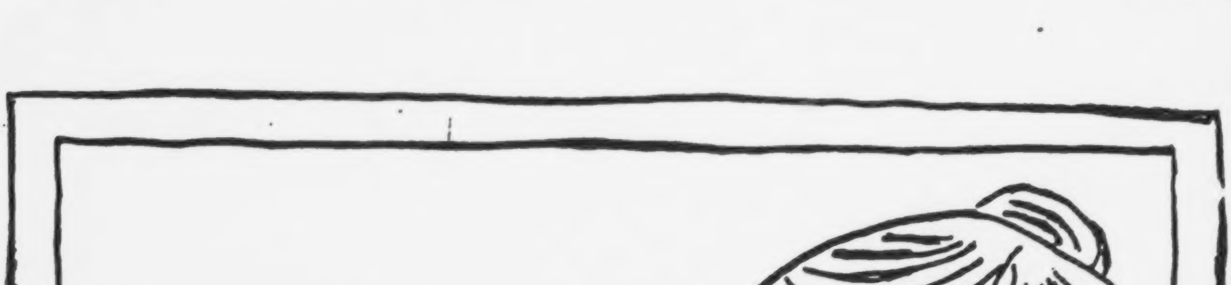

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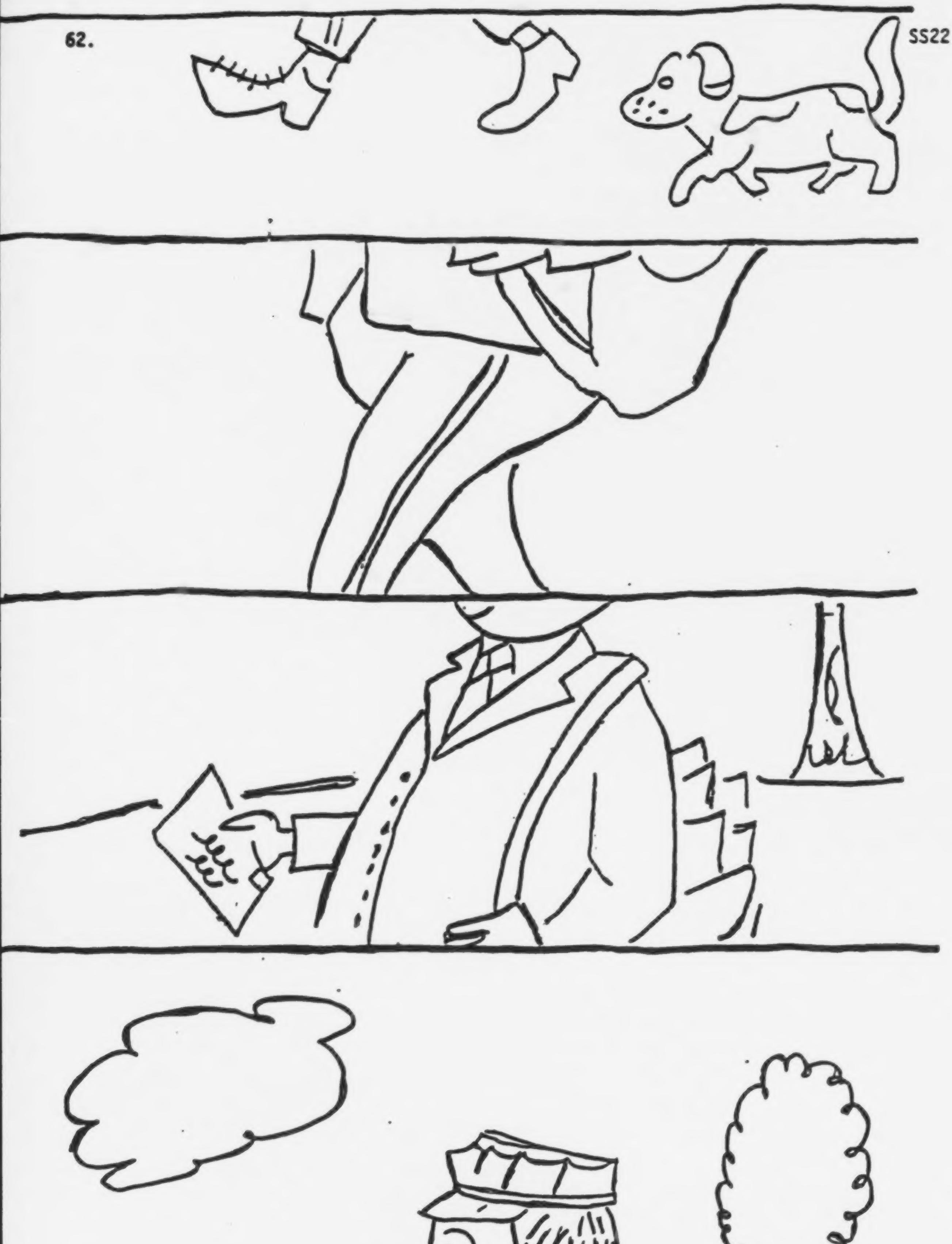
SS22 -E



## MECCA ACTIVITY PLAN

**TITLE: ME SYMBOLS (LA46/SS201)** **SUGGESTED GRADE LEVEL: K-1**

**INFUSION: LANGUAGE ARTS** **LEVEL: AWARENESS**

**GOAL 1: SELF AWARENESS**
OBJ. 1.2: Exhibits a positive self concept by (1.2A) describing and accepting one's own characteristics and (1.2C) relating well to others.

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**Materials:**
Paper, pencils, and crayons

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**Activities:** **Teacher Comment:**

1. Ask, How do we act toward other people when we are working together in school? Can you think of an example of something another person did while you were working that made your job easier?

2. Ask, How do you feel when someone tells you that you are doing your work all wrong? when someone says your work is "really good"?

3. Ask students to close their eyes and try to think of a design or picture of how they have behaved toward other people doing their work.

4. Allow time for students to draw their pictures and share with the group.

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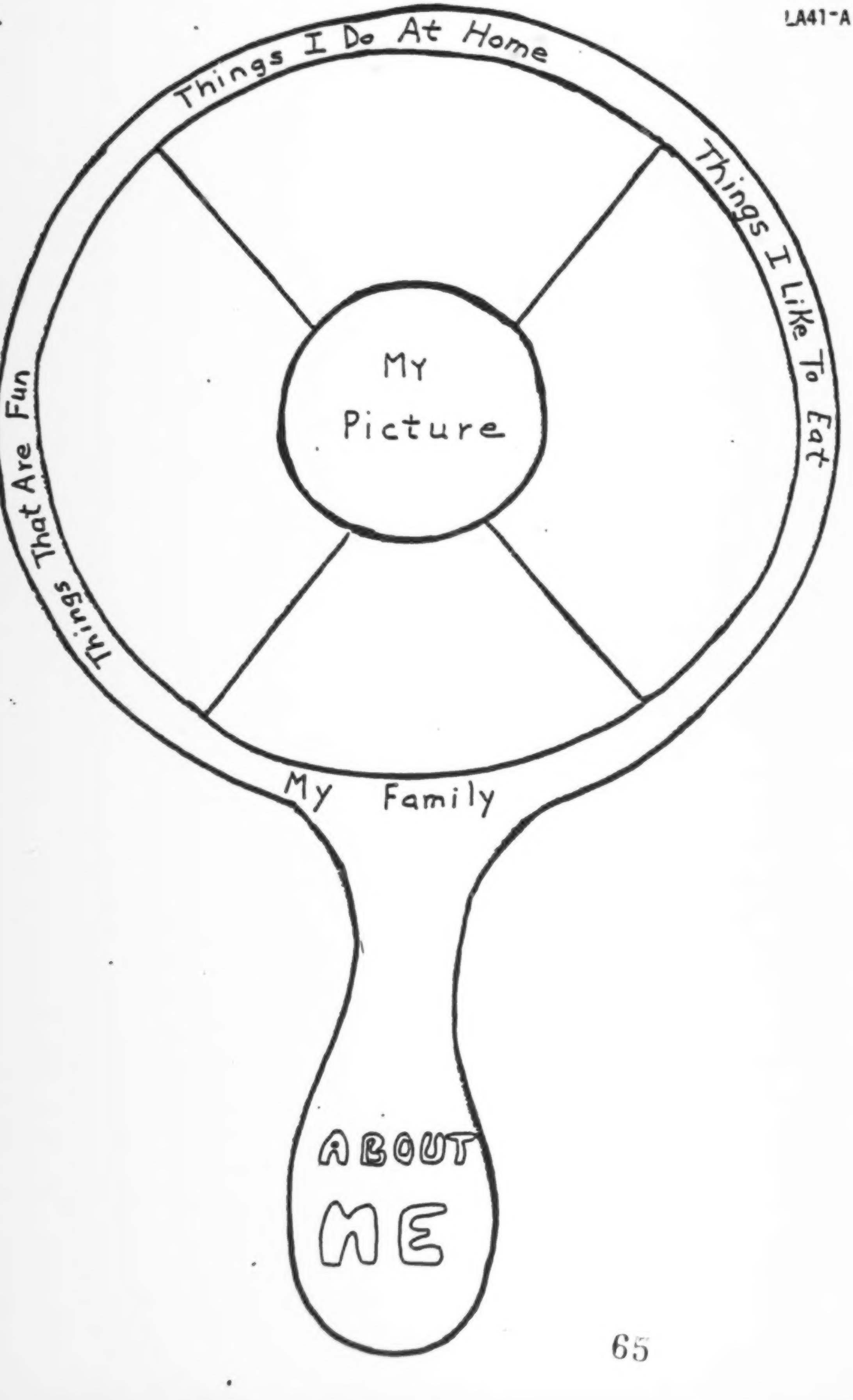
**Evaluation:**
Student drawings indicating their description and acceptance of their own characteristics.


Things I Do At Home
Things I Like To Eat
My Family
Things That Are Fun
My Picture
ABOUT ME

## MECCA ACTIVITY PLAN

TITLE: ABOUT ME (LA1) SUGGESTED GRADE LEVEL: K-1

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

GOAL 1: SELF AWARENESS
OBJ. 1.2 Exhibits a positive self concept through (1.2A) describing and accepting one's own characteristics.
GOAL 10: LEISURE PREFERENCES AND PERSONAL RESPONSIBILITIES
OBJ. 10.6 Participates as a responsible member of the family through (10;A) describing family members and their roles and (10.B) identifying ways in which the family contributes to society.

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Materials:
Activity Sheet A About Me - (one per student)
Crayons/color pencils

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Activities: Teacher Comment:

1. Discuss with students the uniqueness of us all, the basic family unit in their homes, occupations of family members and possible projected future occupations of the students. Try to promote the idea of keeping options for vocations open--students need not feel they must follow the same occupation as other family members. Family member occupations, however, provide information for talking about various occupations.

2. Distribute Activity Sheet A to students and ask them to draw a picture in each section as the caption suggests.

3. Allow time for students to share their drawings with each other. Discuss the need to feel good about yourself and how this affects the way we work in school and contribute to family life.

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Evaluation:
Student participation in discussion of family members and their jobs and completed drawings on Activity Sheet A.

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# MECCA ACTIVITY PLAN

TITLE: GETTING TO KNOW ME (LA3)    SUGGESTED GRADE LEVEL: K-1

INFUSION: LANG. ARTS/S.STUDIES    LEVEL: AWARENESS

GOAL 1: SELF AWARENESS
OBJ. 1.1 Is aware of personal characteristics including strengths and limitations by (1.1A) identifying things that one does or does not do well; and (1.1B) identifying personal and physical characteristics.
OBJ. 1.2 Exhibits a positive self-concept by (1.2A) describing and accepting one's own characteristics ; and (1.2B) accepting differences of self and others.

---

Materials:
Activity Sheets A-N Getting to know me (one set per student)
Crayons, stapler and pencils

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Activities: Teacher Comment:

1. Introduce this activity by talking with students about the differences between themselves and others. Focus on the idea that it is all right to be different as each person is an individual. We cooperate, appreciate, and work with others, but we are each individuals who have special characteristics.

2. Introduce the project "Getting to Know Me" by showing students the pages. Work with the students as they complete one page at a time. This is an opportunity for you to learn more about the students and for the students to learn more about each other during sharing time.

3. When pages are completed, staple the pages together and share booklets with each other to reinforce the concepts of individual differences and self-understanding.

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Evaluation:
Student participation in discussion and understanding of the concepts of self-understanding and individual differences.

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# GETTING TO KNOW ME

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Everyone looks different than anyone else. Draw a picture of yourself the way you think you look.

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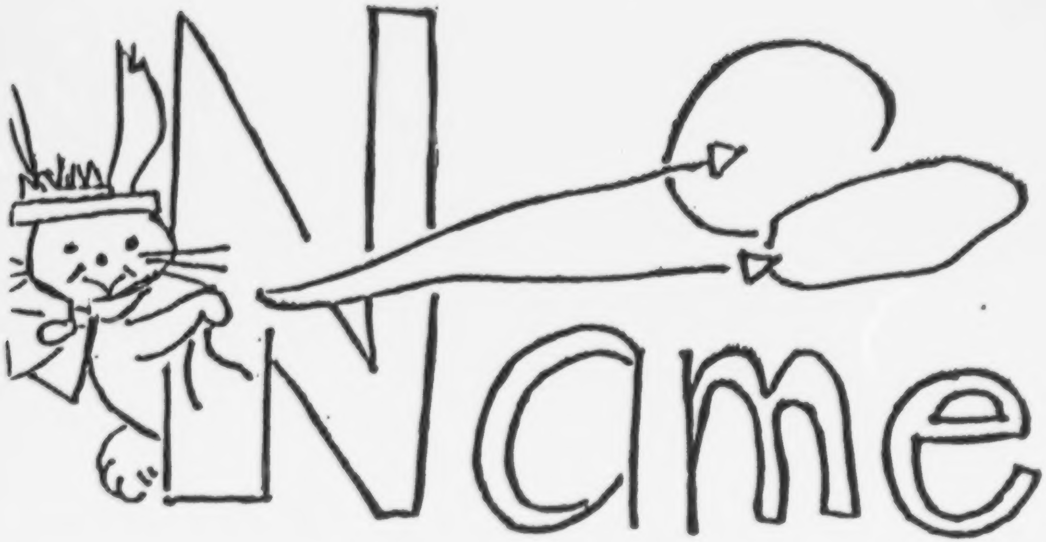
LA3 -C



Write your name, address and telephone number.

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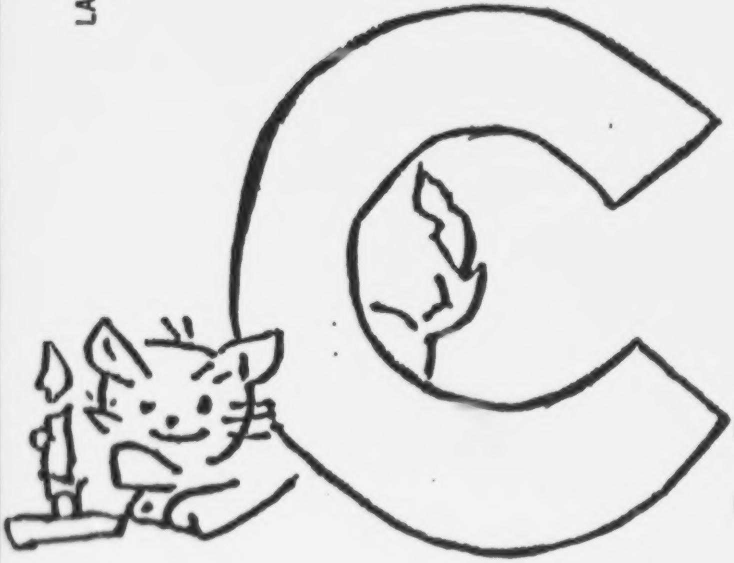

CLOSE YOUR EYES. MAKE BELIEVE YOU ARE GROWN UP.

DRAW A PICTURE OF YOURSELF AS A GROWN UP.

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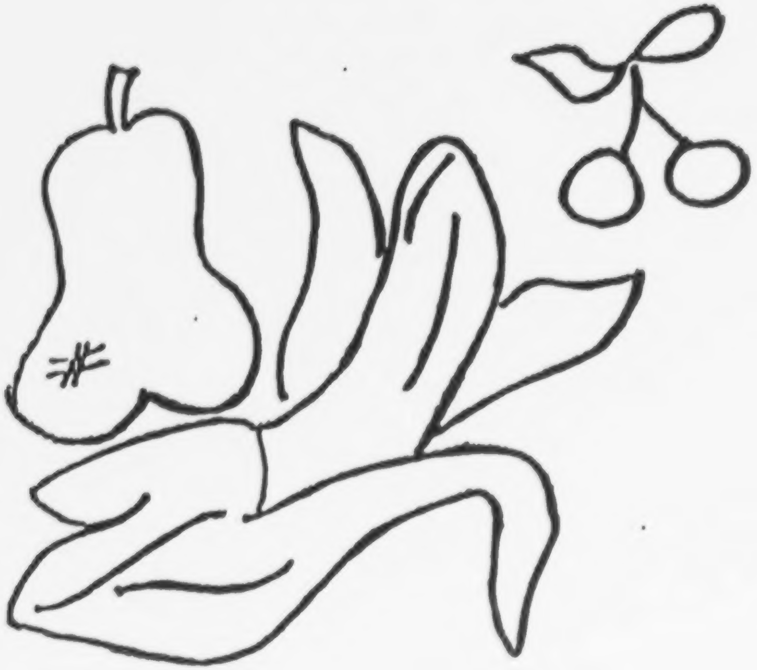
LA3 -E



WRITE THE NAMES OF SOME THINGS THAT YOU LIKE TO EAT.

DRAW PICTURES OF THEM.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

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DRAW YOU, YOUR FAMILY AND YOUR PETS.

BEST COPY AVAILABLE

WRITE THE NAMES OF FIVE THINGS THAT YOU SEE IN THE SKY

BEST COPY AVAILABLE

NAME FIVE T.V. SHOWS THAT YOU ENJOY MOST. TELL WHY YOU LIKE THESE SHOWS.

IS THERE A SPECIAL PERSON THAT YOU LIKE TO SEE ON THE SHOWS?

ARE THEY FUNNY, SCARY, OR SAD?

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WRITE THE NAMES OF FIVE ANIMALS THAT YOU LIKE AND DRAW THEM

1. ____________

2. ____________

3. ____________

4. ____________

5. ____________

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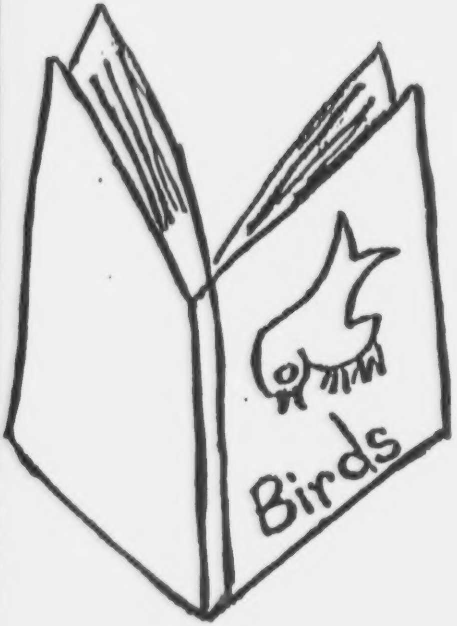

WRITE THE NAMES OF FIVE BOOKS THAT YOU ENJOYED READING.

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WRITE THE NAMES OF FIVE GIRLS IN YOUR CLASS.

BEST COPY AVAILABLE

WRITE THE NAMES OF FIVE BOYS IN YOUR CLASS.

______________________________

______________________________

______________________________

______________________________

______________________________

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WRITE THE NAMES OF THE THREE COLORS THAT YOU LIKE BEST AND THEN DRAW SOMETHING AND COLOR IT.

USE THE THREE COLORS THAT YOU LIKE BEST TO COLOR WHAT YOU DREW.

1.________ 2.________ 3.________

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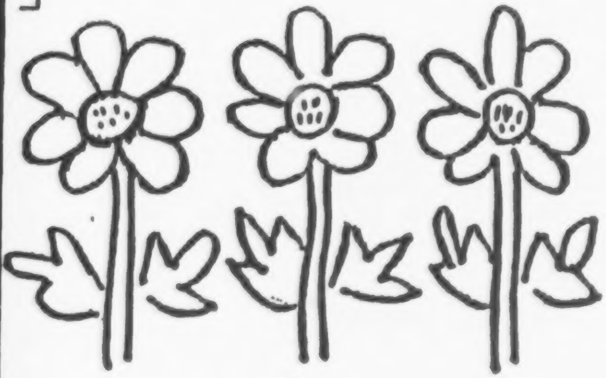

WRITE THE NAME OF YOUR SCHOOL, YOUR TEACHER, AND YOUR PRINCIPAL.

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# MECCA ACTIVITY PLAN

TITLE: LIKENESSES (SS26) SUGGESTED GRADE LEVEL: K-1

INFUSION: SOCIAL STUDIES LEVEL: AWARENESS

GOAL 1: SELF AWARENESS
OBJ. 1.1: Exhibits a positive self concept through (1.1A) the ability to describe and accept one's own characteristics.

---

Materials:
Pages of magazines torn out which show pictures of children of a similar age as the students in the group
Paper and pencils
Scissors and glue

---

Activities: Teacher Comments:

1. Allow students to select a picture of a child their age which they wish to use.

2. Students cut out pictures of children their age and mount it on paper.

3. Students describe the ways in which the child pictured is like or unlike themselves. Teachers or students, then, write these characteristics under the pictures.

---

Evaluation:
Students description and acceptance of their own characteristics as being like or different from other children.

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# MECCA ACTIVITY PLAN

TITLE: THE LETTER CARRIER (MS11) SUGGESTED GRADE LEVEL: K-1

INFUSION: MATH LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3A) describing work done, clothes worn and tools used by a variety of workers.

---

Materials:
Activity Sheet The Letter Carrier (for each student)
Stories indicating job requirements for a mail carrier
Pencils

---

Activities: Teacher Comment:

1. Talk with students about the duties of a letter carrier. Ask, what do they do for us? How do they get mail to deliver?

2. Provide some preliminary counting work using the letter game.

Group students in a circle and identify one student as "it". Give "it" a letter carrier bag with 10-15 letter envelopes.

"It " chooses one student in the circle to receive a number of letters (chosen by "it"). The student receiving the letters must correctly identify the number to become the new "it".

3. Following activity, give students the Activity Sheet A.

4. Check the answers for accuracy asking students to tell you the function of each picture--i.e. What does the letter carrier do with the letters, the stamps, boxes, truck?

---

Evaluation:

Student answers to the functions and attributes of the letter carrier.

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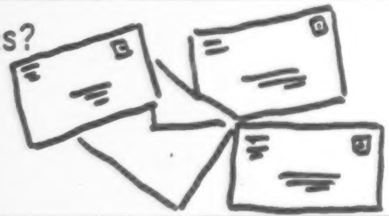
# THE LETTER CARRIER

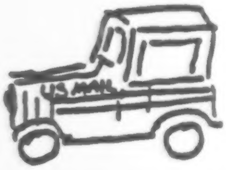
HOW MANY...... (WRITE IN THE NUMERAL)

LETTERS?



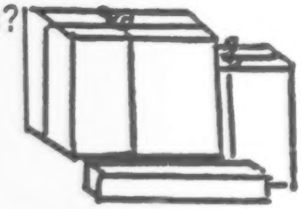
____________________

TRUCKS?



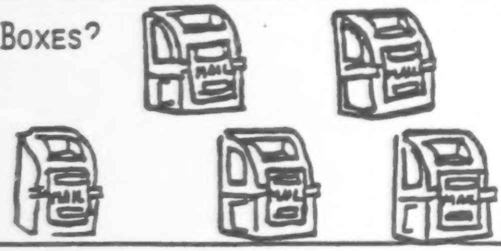
____________________

PACKAGES?



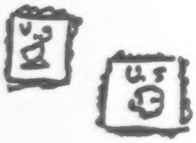
____________________

BOXES?



____________________

STAMPS?



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## MECCA ACTIVITY PLAN

TITLE: MATH SPRINGBOARD (MS12)     SUGGESTED GRADE LEVEL: K-1

INFUSION: MATH     LEVEL: AWARENESS

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS
OBJ. 5.5 Uses computation skills effectively by (5.5A) applying basic computation skills.
GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3A) describing work done, clothes worn, and tools used by a variety of workers.

---

Materials:
Activity Page A (one per student)
Pencils

---

Activities:     Teacher Comment:

1. Discuss the occupations shown on Activity Sheet A, listing the work done, tools used, and clothes worn.

2. Give students Activity Sheet A for completion.

3. Summarize by going over student papers and again listing work done, tools used, and clothes worn in the various occupations.

---

Evaluation:
1. Student participation in discussion.
2. Student ability to complete Activity Sheet A correctly.

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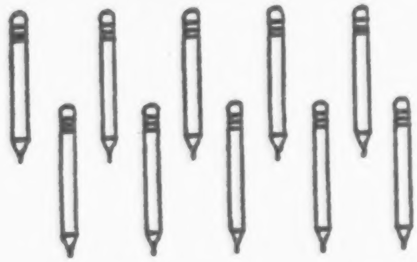
# ACTIVITY PAGE

FILL IN THE BLANKS. THESE WORDS WILL HELP YOU FILL IN THE SECOND BLANK IN EACH PICTURE:

TEACHER
PAINTER
BAKER
NURSE
JANITOR
SECRETARY

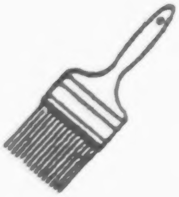
1.



THERE ARE_____PENCILS.

A___________USES PENCILS.

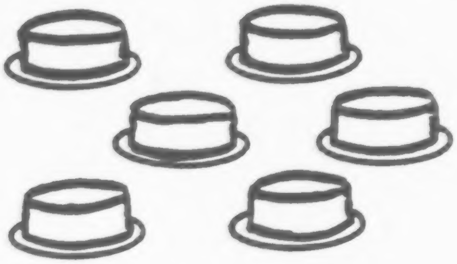
2.



THERE IS_____BRUSH.

A___________USES A PAINT BRUSH.

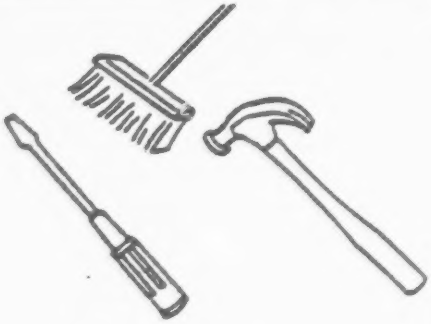
3.



THERE ARE_____CAKES.

A___________MAKES CAKES.

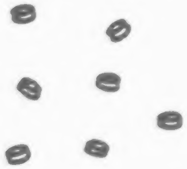
4.



THERE ARE_____TOOLS.

A___________USES THESE TOOLS.

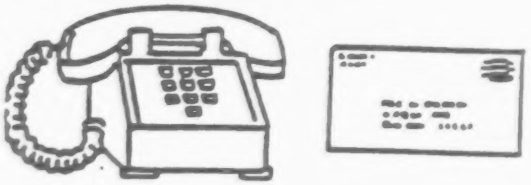
5.



THERE ARE_____PILLS.

A___________GIVES PILLS TO PATENTS.

6.



THERE ARE_____TOOLS.

A___________USES THESE TOOLS.

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## MECCA ACTIVITY PLAN

TITLE: TRAFFIC SIGN SHAPES (MS 6) SUGGESTED GRADE LEVEL: K-1

INFUSION: MATH-PERCEPTUAL LEVEL: AWARENESS

GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER
OBJ. 6.1 Identifies career implications of school experiences by
(6.1B) identifying a variety of uses for skills gained in school.

---

**Materials:**
Activity Sheet A Traffic Sign Shapes (one per student)
Pencils and crayons
Large cardboard signs of each shape pictured on Activity Sheet A

---

**Activities:** Teacher Comment:

1. Using the large signs of each shape, identify each and explain the purpose of the sign.

2. Discuss the importance of recognizing traffic signs and signals. Ask:

   a. Why do we need to obey traffic laws?
   b. How does knowing the shape of the sign help you obey traffic laws?
   c. Who helps us obey traffic laws?
   d. What title does that person have? What is the job that person does?

3. Read the instructions for Activity Sheet A and ask students to complete the activity. Students may wish to color signs using appropriate colors.

4. Role-play, using the signs, by setting up a line of students and marching with one student using the signs to start and stop the group, etc.

---

Evaluation:
1. Student participation in activities.
2. Student understanding of safety careers and connection with learning to obey traffic laws through school activities.

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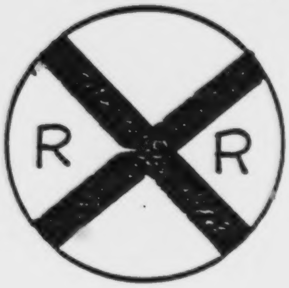
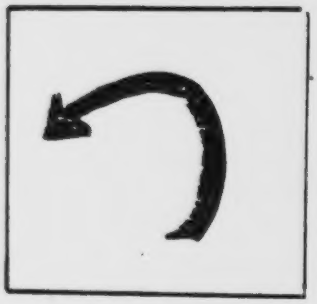
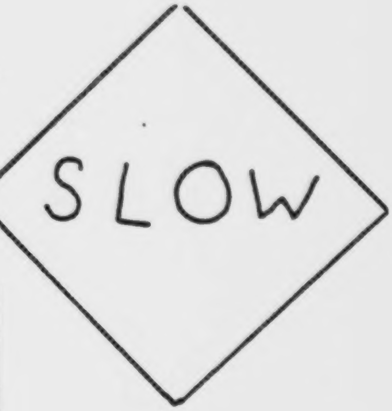
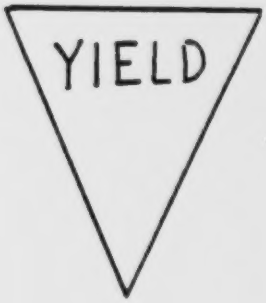
# TRAFFIC SIGN SHAPES

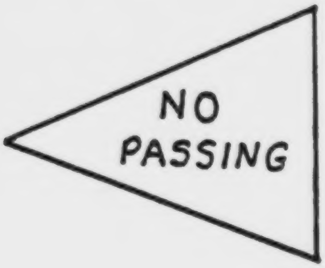
1. DRAW A LINE AROUND THE SIGNS WHICH ARE SQUARES.
2. PUT AN X ON THE SIGNS WHICH ARE CIRCLES.
3. MAKE A CHECK (✓) ON THE TRIANGLES.
4. ONE IS NOT A CIRCLE, SQUARE OR TRIANGLE. DRAW A LINE UNDER THAT FIGURE.

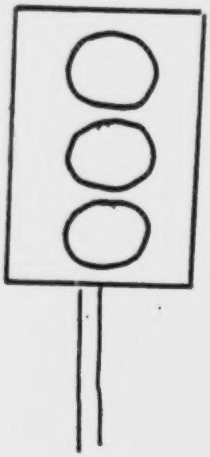


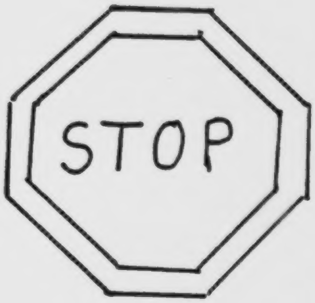












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## MECCA ACTIVITY PLAN

TITLE: LET'S FIND OUT ABOUT OUR OUR SCHOOL (LA 20/SS 11)    SUGGESTED GRADE LEVEL: K-2

INFUSION: LANGUAGE ARTS/SOCIAL STUDIES    LEVEL: AWARENESS

GOAL 4: WORK HABITS AND ATTITUDES
OBJ. 4.3 Understands the nature of work through (4.3A) understanding the role of workers in helping people and (4.3B) identifying examples of work done in schools.

---

Materials:
Activity Sheets A-I
Crayons and pencils
Chalkboard and chalk/newsprint and magic marker

---

Activities:    Teacher Comments:

1. Tour the school building to see people at their work. Ask students to mentally make a list of these people.

2. In the classroom, make of list of workers seen on the tour and the jobs students think they do.

3. Ask students to choose one worker and write a paragraph (or story) about that worker.

Note: The packet of Activity Sheets. A-J can be used in any way appropriate for your group of students.

(Option) A final project may be a bulletin board which lists all the school workers with their pictures. Place a photo of the school in the center.

---

Evaluation:
1. Students understand the role of workers in the school.
2. Students identify the kinds of work done by people in their school.

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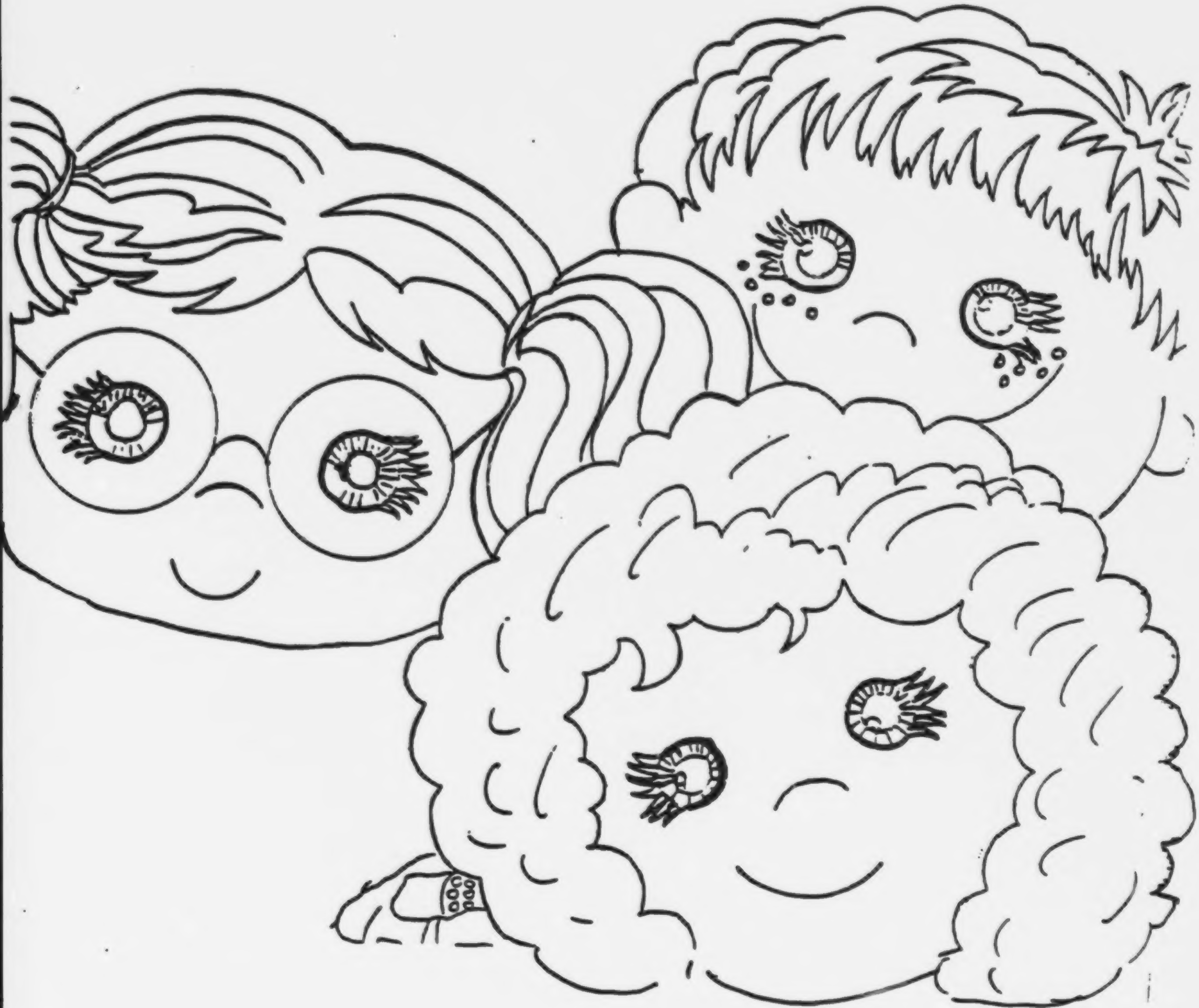
LET'S FIND OUT ABOUT OUR SCHOOL

AND THE PEOPLE WHO WORK THERE.



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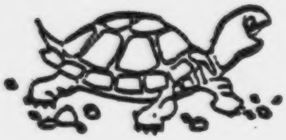
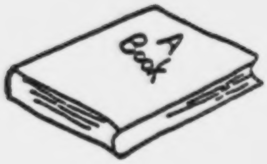
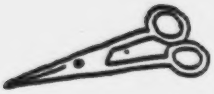
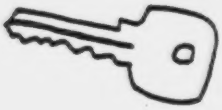
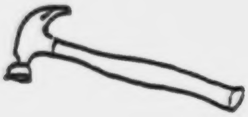
DRAW A CIRCLE AROUND EACH THING YOU USE IN SCHOOL WHEN YOU WORK.

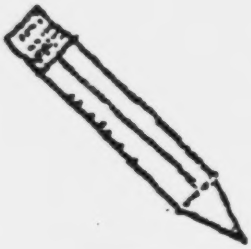


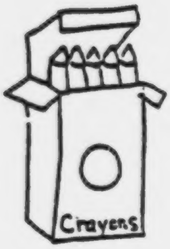












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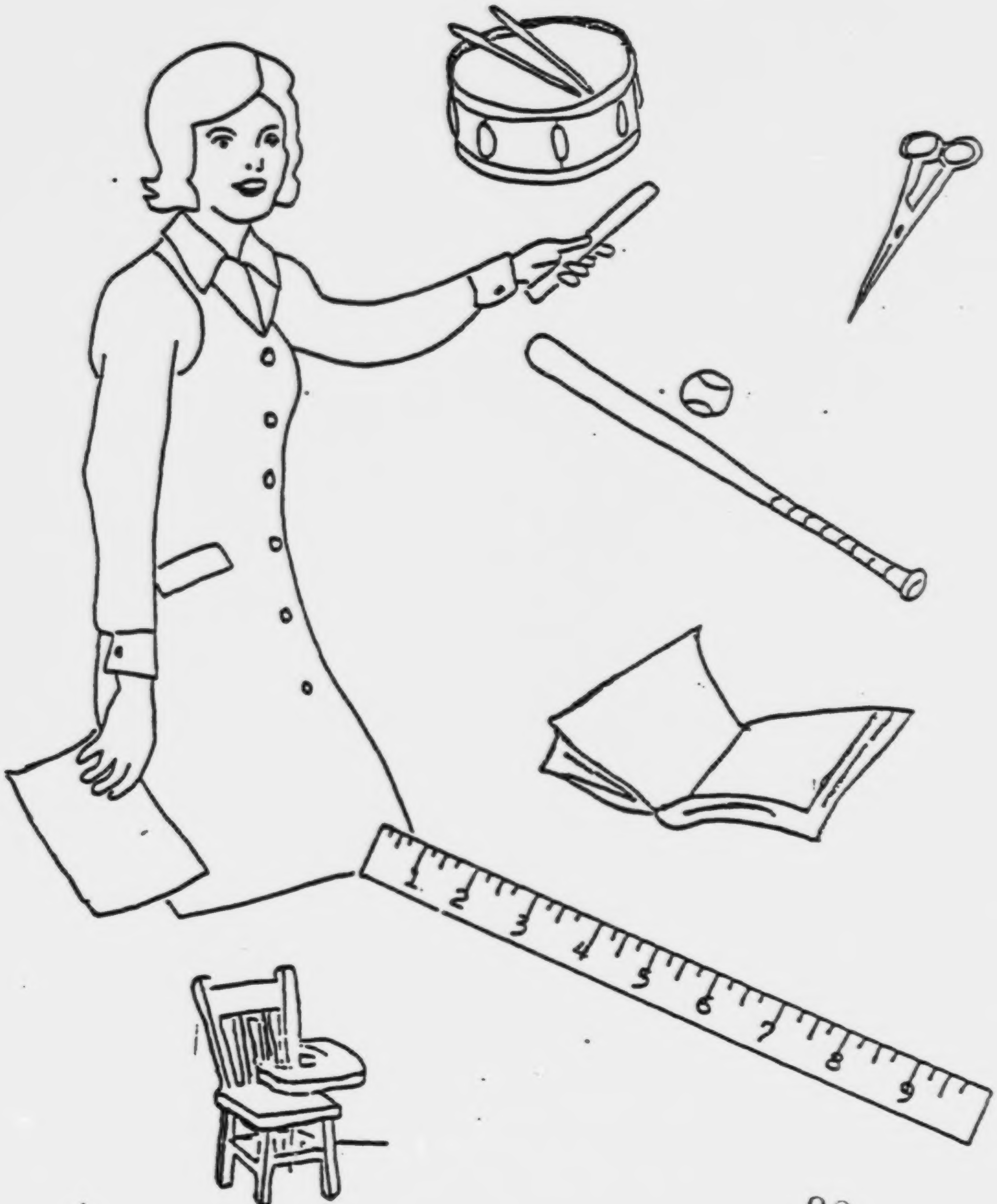
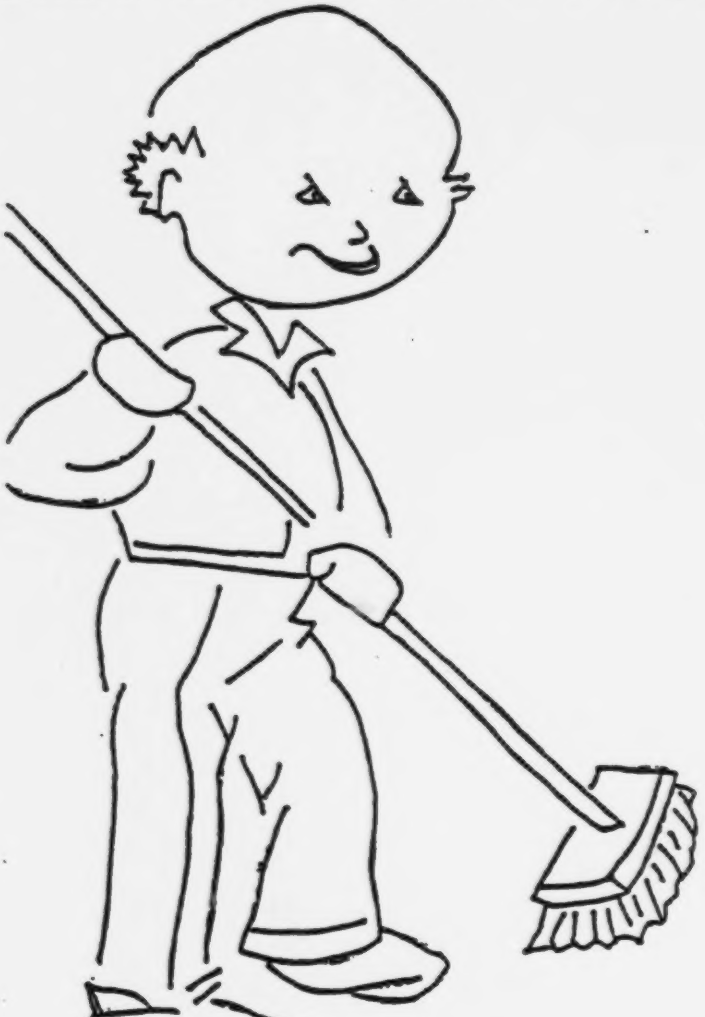
HERE IS A TEACHER AND SOME OF THE THINGS SHE USES IN THE SCHOOL. DRAW A LINE FROM THE TEACHER TO EACH THING SHE USES TO DO HER WORK.



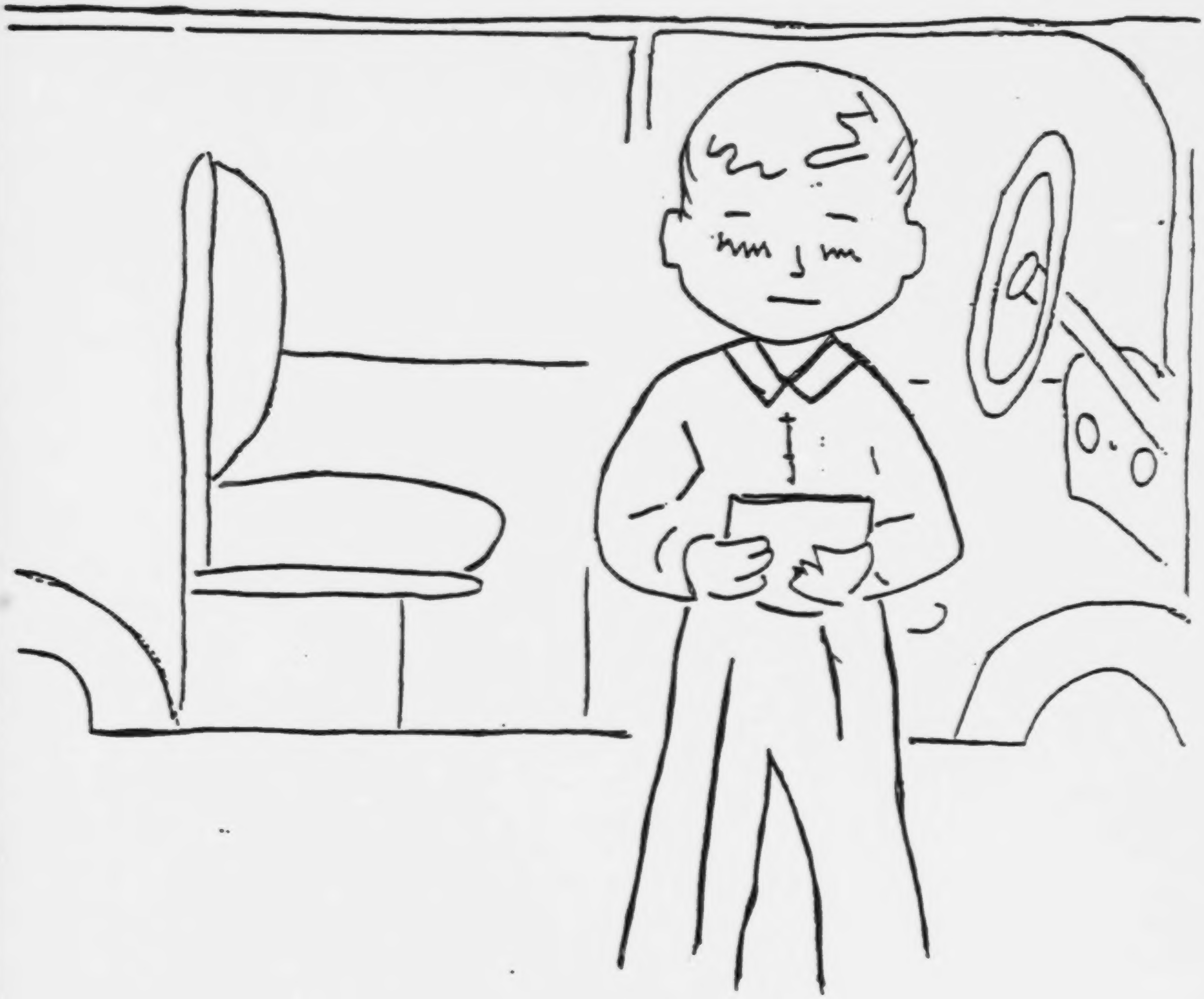
THE CUSTODIAN WORKS TO KEEP THE SCHOOL CLEAN. DO YOU KNOW THE CUSTODIAN'S NAME? FINISH THE PICTURE AND PRINT HIS NAME AT THE BOTTOM OF THE PAGE. SHOW WHAT HE IS SWEEPING.



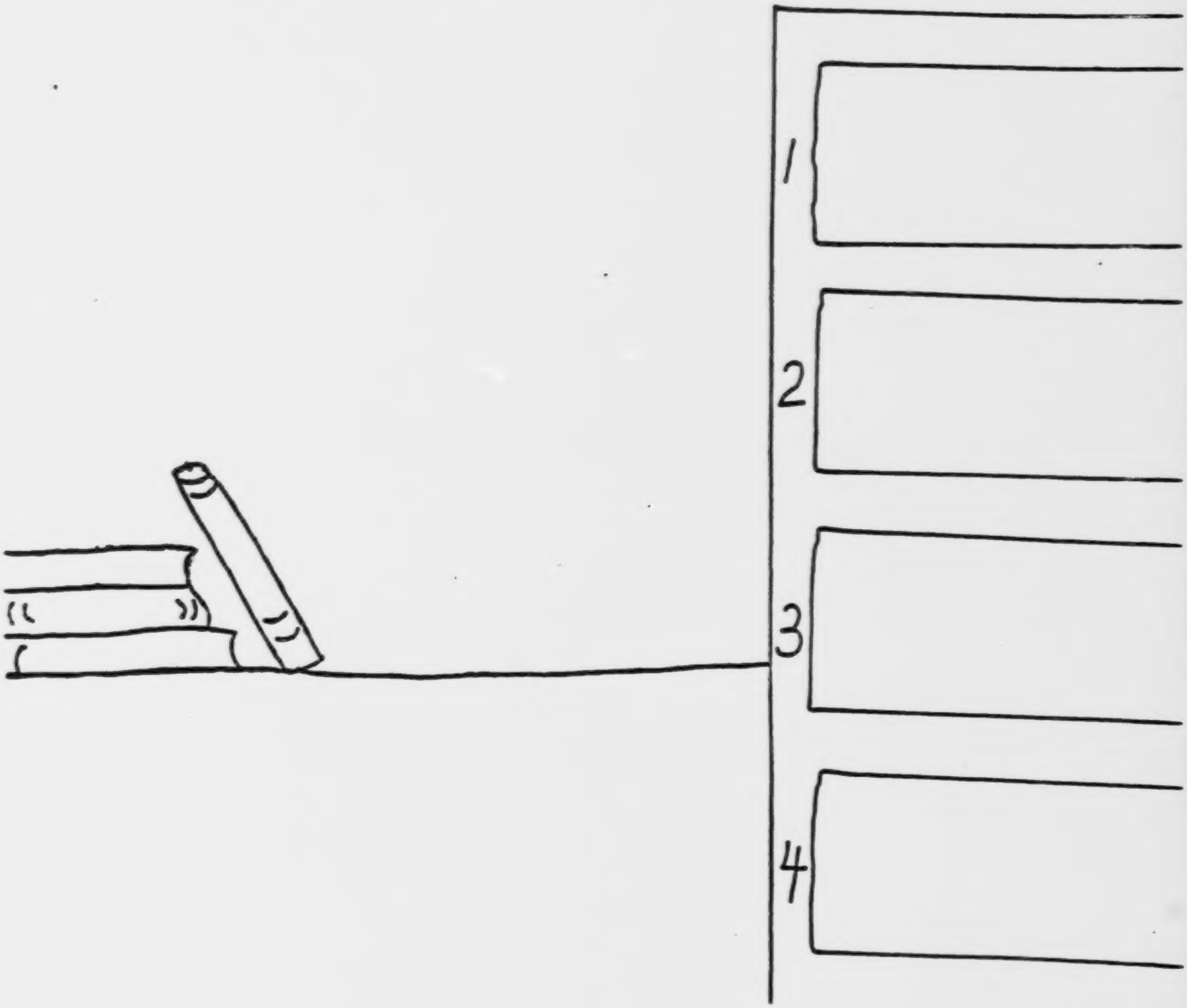
OUR CUSTODIAN IS:______________________________
(CUSTODIAN NAME)

THE BUS DRIVER WORKS FOR YOU AT SCHOOL. THE BUS DRIVER MAY BE A MAN OR A WOMAN. THE BUS DRIVER BRINGS MANY BOYS AND GIRLS TO SCHOOL AND TAKES THEM HOME.

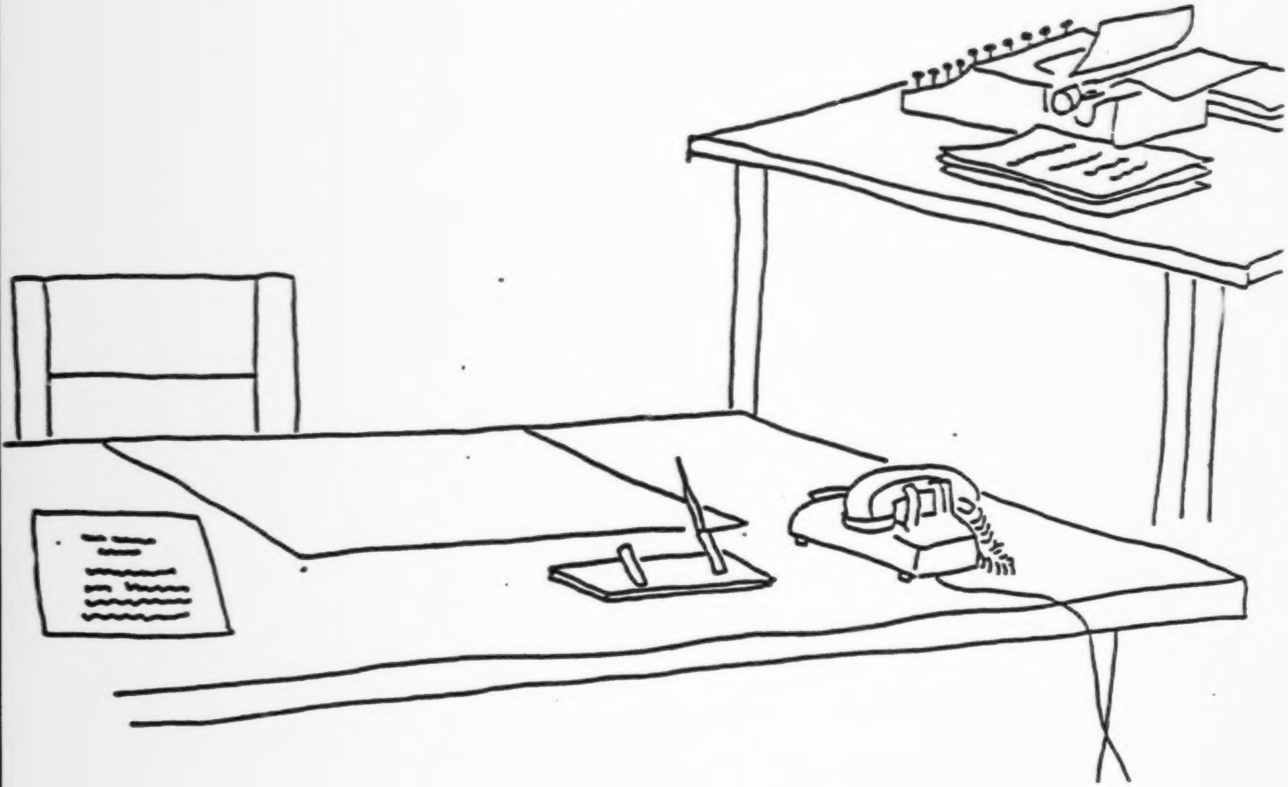
THIS BUS DRIVER IS READY TO GO, BUT SOMETHING IS MISSING FROM THE BUS. CAN YOU FIX IT? WHEN YOU DO, DRAW CHILDREN SITTING ON THE BUS.



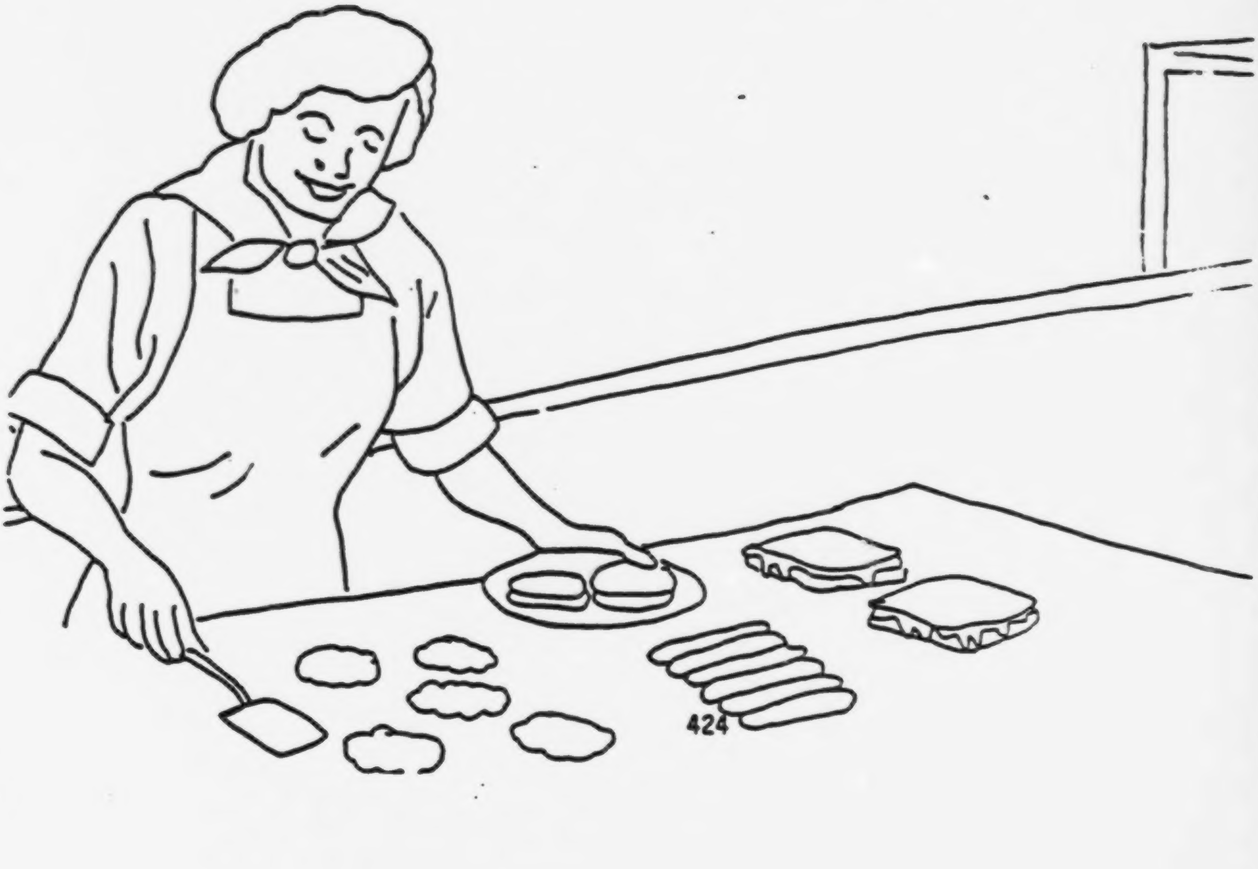
THIS IS THE SCHOOL LIBRARY AND HERE IS THE LIBRARIAN'S DESK. DRAW THE LIBRARIAN AND PLACE THE BOOKS ON THE SHELF FOR HER. PUT JUST AS MANY BOOKS ON THE SHELF AS THE NUMERAL THAT IS ON THE BOOKCASE.



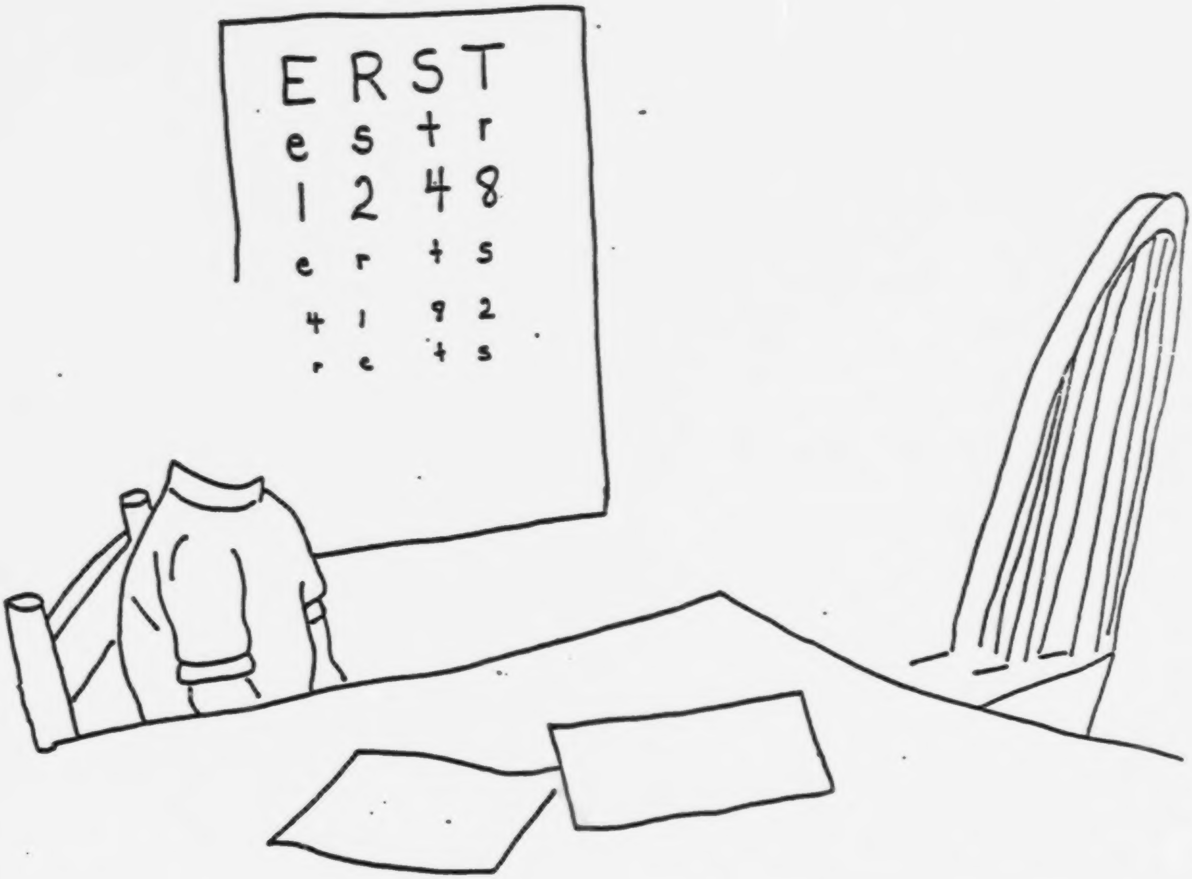
THIS IS THE SCHOOL OFFICE. THE PRINCIPAL AND SECRETARY WORK HERE. THEY DO MANY THINGS FOR ALL OF US. DRAW YOUR PRINCIPAL AND SECRETARY IN THE OFFICE.



THE COOK MAKES THE FOOD AND SERVES IT FOR BOYS AND GIRLS. DRAW SOME BOYS AND GIRLS WAITING FOR THEIR FOOD.



THERE ARE TWO NURSES THAT COME TO THE SCHOOL. THEY CHECK YOUR EYES AND EARS AND ALSO HELP YOUR TEACHER WEIGH AND MEASURE YOU. THEY ARE YOUR FRIENDS AND WILL HELP YOU IF YOU GET HURT OR SICK. DRAW A HEAD AND FACE FOR THE CHILD IN THIS PICTURE AND A NURSE IN THE EMPTY CHAIR.



## MECCA ACTIVITY PLAN

TITLE: ABILITIES (LA7) SUGGESTED GRADE LEVEL: K-3

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

GOAL 1: SELF AWARENESS
OBJ. 1.1 Is aware of personal characteristics including strengths and limitations by (1.1A) identifying things that one can do well;
GOAL 2: INTERPERSONAL RELATIONSHIPS
OBJ. 2.3 Works well with others regardless of sex, race, cultural differences; (2.3A) is aware of how self is different or like others. 2.4 Analyzes differences between personal values and the value orientation of others by (2.4A) understanding that people's likes and dislikes differ.
GOAL 5: COMMUNICATION AND COMPUTATION SKILLS
OBJ. 5.2 Uses writing and speaking skills effectively through (5.2A) applying oral and writing skills.

---

Materials:
Paper and pencils
Chalkboard

---

Activities: Teacher Comment:

1. Ask students to list five things they consider they do well.

2. Pair students with each other and ask them to prepare a short introduction of their partner to the group telling a little about each thing the student does well.

3. At the end of each introduction, add the skills mentioned to a running list on the chalkboard.

4. When all students have had a turn, summarize by discussing the most and least common characteristics of strength.

---

Evaluation:
1. Student awareness of personal strengths.
2. Student verbal introduction of partner.
3. Student understanding and acceptance of differences between individual strengths.

## MECCA ACTIVITY PLAN

**TITLE: MOTOR SKILLS (LA6)** **SUGGESTED GRADE LEVEL: K-3**

**INFUSION: LANGUAGE ARTS** **LEVEL: AWARENESS**

**GOAL 1: SELF AWARENESS**
**OBJ. 1.1 Is aware of personal characteristics including strengths and limitations and (1.1B) accepts the differences between self and others.**

---

**Materials:**
**Paper and pencils**
**Activity Sheet A Motor Skills Check List (one per student)**

---

**Activities:** **Teacher Comment:**

**1. Give Activity Sheet A to students and ask them to check the appropriate columns which describe how they feel they perform on each activity.**

**2. Ask students to share those things they checked as "things I do well but need a little practice".**

**3. Discuss individual differences in skills.**

**4. During motor activity time in the kindergarten or recess grades 1-3 observe students and check their progress on each item.**

---

**Evaluation:**
**Student identification of strengths and weakness in physical areas and acceptance of physical differences among the group.**

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**Name:**________________________________ **Grade:**____ **Date:**____________

## MOTOR SKILLS CHECKLIST

**DIRECTIONS:** Read each skill and place a check in:
Column A - if you feel you do this well and need little practice.
Column B - if you do this well, but need practice.
Column C - if you do this poorly, but could improve.
Column D - if you do this poorly, but practice does not help you do any better.

| | A. | B. | C. | D. |
|---|---|---|---|---|
| 1. Hopping (one foot) | | | | |
| 2. Running | | | | |
| 3. Skipping | | | | |
| 4. Jumping (two feet) | | | | |
| 5. Catching a ball | | | | |
| 6. Hitting a ball | | | | |
| 7. Throwing a ball | | | | |
| 8. Leap frog | | | | |
| 9. Duck walk | | | | |
| 10. Crab walk | | | | |
| 11. Jumping rope | | | | |

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# MECCA ACTIVITY PLAN

TITLE: NICE FEATURES (LA12)  SUGGESTED GRADE LEVEL: K-3

INFUSION: LANGUAGE ARTS  LEVEL: AWARENESS

GOAL 1: SELF AWARENESS
OBJ. 1.2 Exhibits a positive self concept by (1.2B) accepting differences of self and others.
GOAL 2: INTERPERSONAL SKILLS
OBJ. 2.5 Affirms the need for positive interpersonal relationships by (2.5B) making positive statements about others.
GOAL 3: DECISION-MAKING
OBJ. 3.4 Assumes responsibility for decisions made by (3.4A) recognizing the results of choices made.

---

Materials:
Paper and pencils

---

Activities:  Teacher Comment:

Note: Kindergarten students will most likely need a list of names of the group in front of them during this activity. Depending on writing skills, they may write the names of students they select.

1. Ask students to name the good features a person can have; list these on the board or newsprint.

2. Ask students grades 1-3 to copy this list and write the name of a fellow student beside any features that the fellow student has.

3. Ask kindergarten students to verbally name fellow classmates who have one of the features on the list.

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4. Students grade 1-3 share their lists.

5. Discuss how it feels to have your name read or mentioned in a favorable light.

---

Evaluaton:
Student participation in activity; recognition of decisions and interpersonal feelings; acceptance of self and others.

MECCA ACTIVITY PLAN

TITLE: LISTENING TO THOUGHTS (LA56) SUGGESTED GRADE LEVEL: K-3

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

GOAL 1: SELF AWARENESS
OBJ. 1.1 Is aware of personal characteristics including strengths and limitations by (1.1B) identifying personal and physical characteristics.
GOAL 5: COMMUNICATION AND COMPUTATION SKILLS
OBJ. 5.1 Develops listening skills through (5.18) use.

---

Materials:
Activity Sheet A Thought Starters (one per student)
Paper and pencils.

---

Activities: Teacher Comment:

Note: Kindergarten children's activities will be adapted from this plan. Teachers will read the thought starters and students respond verbally. A group experience story takes the place of writing.

1. Give students Activity Sheet A. and allow time for completion.

2. Ask students to share their answers with the group.

3. Ask each student to write one paragraph or draw a picture of another student in the group and the answer given by that student to one of the items on the Activity Sheet.

---

Evaluation:
1. Student drawings or writings indicating ability to listen effectively to others in the group.
2. Student ability to identify personal and physical characteristics.

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=============================================================

## List of Thought Starters

Directions: Read the following and fill in the blanks with an answer showing how you would feel.

1. If I could be any animal, I'd be ____________________ because ______________________________________________________________.

2. If I could be a bird, I'd be ________________________ because ______________________________________________________________.

3. If I could be an insect, I'd be _____________________ because ______________________________________________________________.

4. If I could be a piece of furniture, I'd be __________________ because ______________________________________________________.

5. If I could be a musical instrument, I'd be ___________________ because ______________________________________________________.

6. If I could be a car, I'd be ___________________________ because ______________________________________________________________.

7. If I could be a food, I'd be _________________________ because ______________________________________________________________.

8. If I could be a color, I'd be _________________________ because ______________________________________________________________.

9. If I could be a game, I'd be _________________________ because ______________________________________________________________.

10. If I could be a tree, I'd be _________________________ because ______________________________________________________________.

=============================================================

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## MECCA ACTIVITY PLAN

TITLE: UNIQUE CHARACTERISTICS (LA5) SUGGESTED GRADE LEVEL:K-3

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

GOAL 1: SELF AWARENESS
OBJ. 1.2 Exhibits a positive self-concept by (1.2A) describing and accepting one's own characteristics.
GOAL 4: WORK HABITS AND ATTITUDES
OBJ. 4.7 Understands worker roles by (4.7A) following directions.

---

Materials:
Paper (for each student)
Pencils, crayons, or colored pencils

---

Activities: Teacher Comment:

1. Ask students to consider their own "neat" qualities. Suggest that they might "brag" to themselves about things they do well and things they think of as unique characteristics (things they only they, or few people, can do).

2. Give students a sheet of paper and ask them to fold it in quadrants. Ask them to write a sentence in each quadrant describing their unique characteristic and/or draw a picture of themselves which shows the unique characteristic.

Example: I'm good at ____(sports,etc.);
I'm a good ______________;I like to____;
In school I am good at_______.

3. When students complete the writing or drawing, they share their answers with the group.

---

Evaluation:
Student ability to follow directions and identify positive personal characteristics.

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## MECCA ACTIVITY PLAN

TITLE: CAREER RIDDLES (LA 35) SUGGESTED GRADE LEVEL: K-3

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Aware of a range of career options and requirements by
(8.3B) identifying people who produce goods and services they use.

---

Materials: Occupational Outlook Handbook
Activity sheets A, B Riddle Card Sheets (one copy)
Activity sheet C Answer Key (one copy)
Activity Sheets D, E, F Career Picture Sheets (one per student)

---

Activities: Teacher Comments:

1. Give students the career picture Activity Sheets C, D, E.

2. Read the riddles to students asking them to identify the career described.

3. Ask students to choose one of the careers they find attractive and explain the reasons they find it of interest.

4. As each career is discussed, provide information and talk about:
a. Education needed.
b. Money needed to start.
c. Personality types involved.
d. Positive and negative factors.

(Follow-up) Students write brief paragraphs describing career pictures and points under #4 above. Mount student papers, picture and riddle on construction paper, or develop an experience story based on this information.

(Option) Use riddle cards and pictures mounted on cards for an individual matching activity.

---

Evaluation:
1. Student discussion of people who produce goods and services used.
2. Student writing of people who produce goods and services used.

## RIDDLE CARDS

1. Sometimes I wear blue jeans and a straw hat. I use a tractor, rake, and hoe. I have many animals and plant lots of seeds. Who am I?

2. I wear a white uniform, a small white cap, white shoes and hose. I take care of people who are hurt or ill. I use a thermometer to take your temperature. Who am I?

3. I drive a big red truck. On this truck I carry an axe, a ladder, a long hose, and lots of other equipment. I have to move very fast in order to help people. Who am I?

4. I help you learn new skills. I take you on field trips. I help you with games and puzzles. I read stories and show filmstrips. Who am I?

5. I wear a uniform, a cap and a badge. I must be able to see and hear well. I must be quick on my feet. I carry a whistle and a gun. Who am I?

6. I am on a team with eight other players. I wear pants, long socks, and shoes that are easy to run in. I hit a white ball with a bat. I have to touch all bases to make a score. Who am I?

7. I check your eyes, ears, nose, and throat. I also write prescriptions. When I want to check your throat, I usually tell you to open your mouth wide and say "Ahh." Who am I?

8. I can fly jets. I like to travel in the air. In college I studied about the sun, moon, and stars. I have learned to eat while I was upside down. Sometimes I travel to the moon. Who am I?

9. I have a high school education. I also went to a trade school where I practiced my work on other people. I also use scissors. I make people's hair look nice. Who am I?

10. I provide a service for people. I must read and write well. I must be strong because I walk and walk everyday. If you write a letter I deliver it for you. Who am I?

11. I like to make things. I learned how to do my work by watching and helping someone else. Some things I make are big and some are little. I use a hammer and saw. Who am I?

12. I work at a radio station. I report everyday happenings to you. I must speak clearly into a microphone. I sometimes tell you about the person who wrote the music or sings it to you. Who am I?

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## RIDDLE CARDS

13. Can you guess who I am? I wear a special white hat. Some of the tools I use are knives, cleaver, saw and a hatchet. I cut and grind up meat. I work in a grocery store. Who am I?

14. I use special brushes. My brushes may be big or small. Sometimes I work inside and sometimes I work outside. I use pails, too. I change the color of walls and houses. Sometimes I work in your school room. Who am I?

15. I like to paint pictures. I often create new carvings, or weavings. I may practice by myself until I am very good or I may take lessons. I can go to college to learn new skills. Who am I?

16. I go to a trade school to learn how flowers grow. I learn how to arrange flowers. I work with shop owners until I learn how to take care of plants. Who am I?

17. I go to school to learn math. Often I go to college. I take many flight lessons. I begin to learn in small planes. As I gain more skills I learn to fly large planes. Who am I?

18. I am an important person. I transport food, clothing, and many other necessary items all over the country. I drive many hours. I am very careful about driving. I travel on roads. Who am I?

19. I go to school to learn how to take care of my body. I train and train until I am very strong. I try to be the best I can. Who am I?

20. I do many kinds of work. I clean, bake, cook, sew, drive a car, shop and often have a family. Sometimes I go to school to learn how. Sometimes I do not. I am very important. Who am I?

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## RIDDLE ANSWER KEY
### Activity # 2

| CAREER PERSON | RIDDLE NO. |
|---|---|
| Farmer | 1 |
| Nurse | 2 |
| Firefighter | 3 |
| Teacher | 4 |
| Police Officer | 5 |
| Ballplayer | 6 |
| Doctor | 7 |
| Astronaut | 8 |
| Beautician | 9 |
| Mail Carrier | 10 |
| Carpenter | 11 |
| Announcer | 12 |
| Butcher | 13 |
| Painter | 14 |
| Artist | 15 |
| Florist | 16 |
| Pilot | 17 |
| Trucker | 18 |
| Athlete | 19 |
| Homemaker | 20 |

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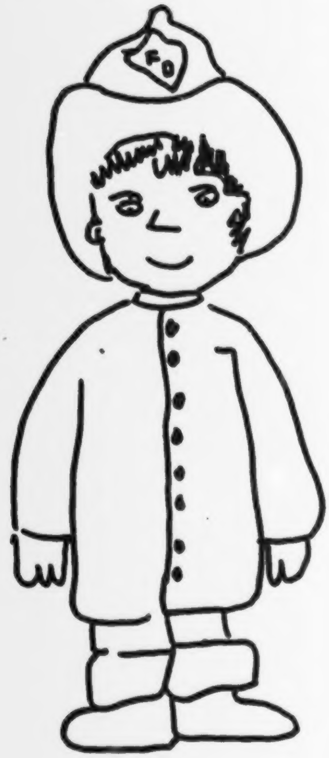
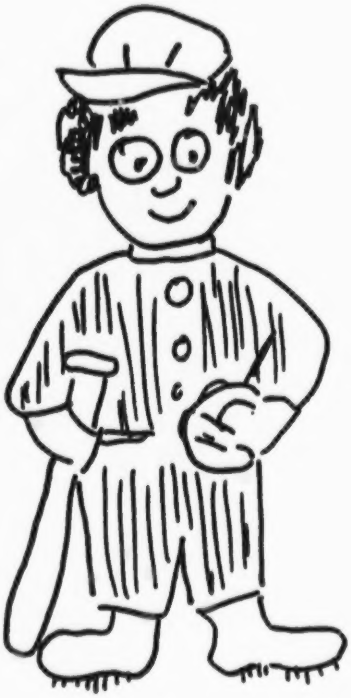
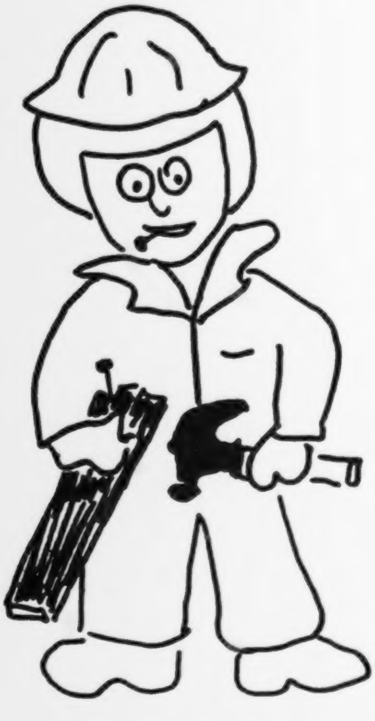


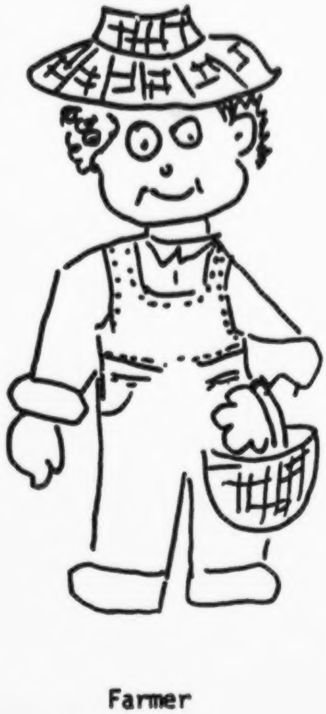
Firefighter



Ball Player



Carpenter



Farmer

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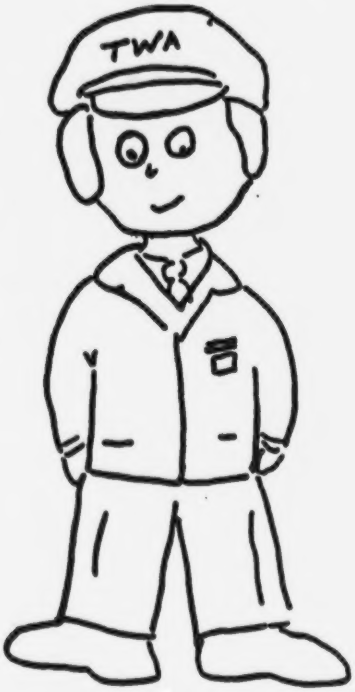
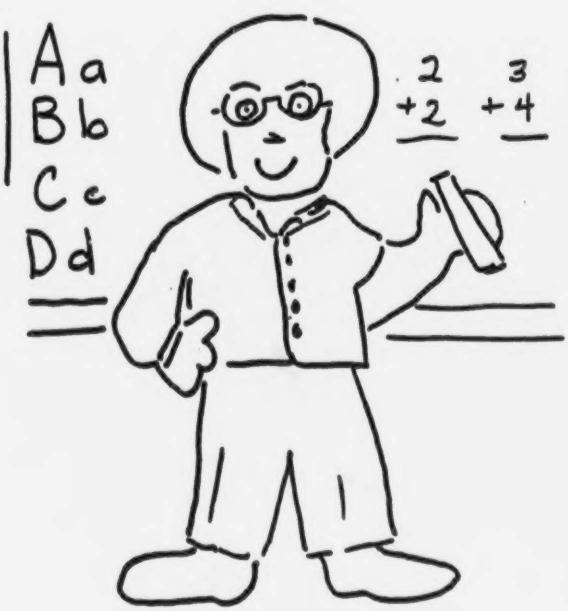
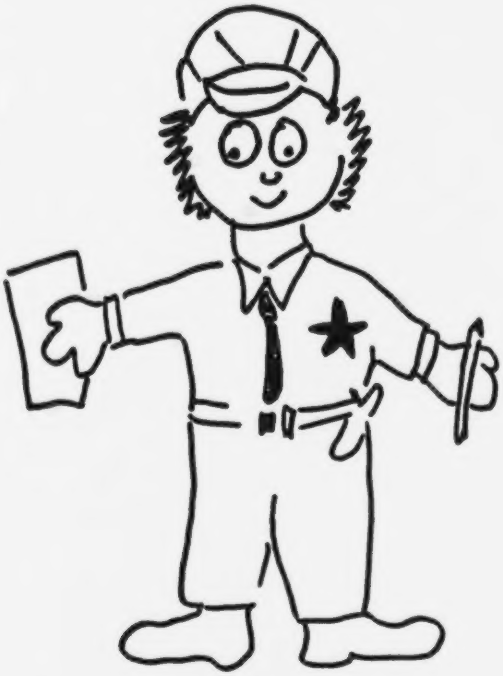


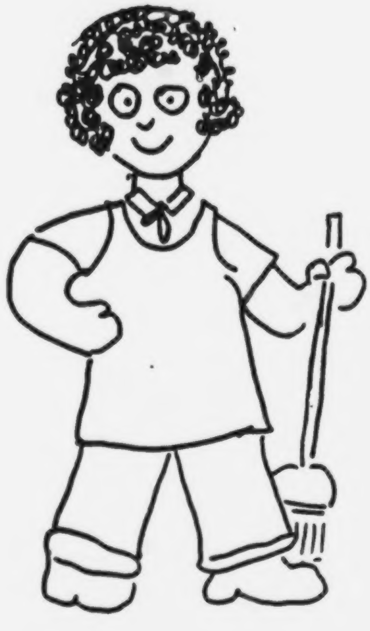
Pilot


Aa
Bb
Cc
Dd
2
+2
3
+4

Teacher



Police Officer



Homemaker

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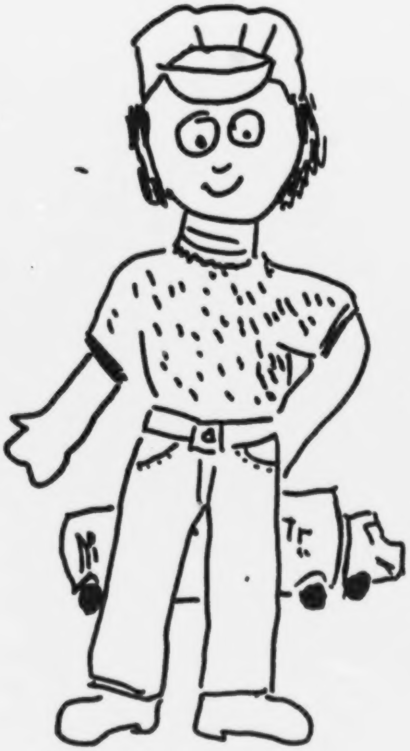
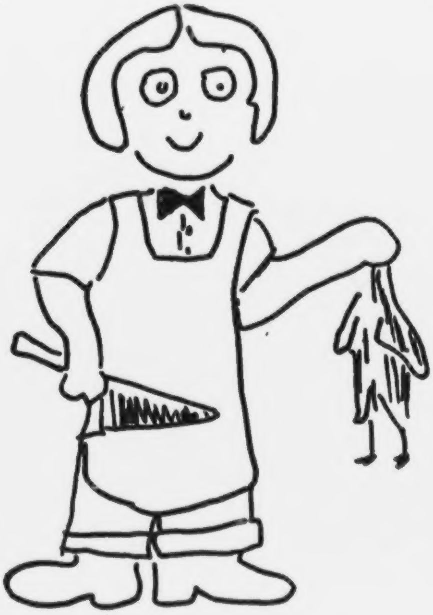
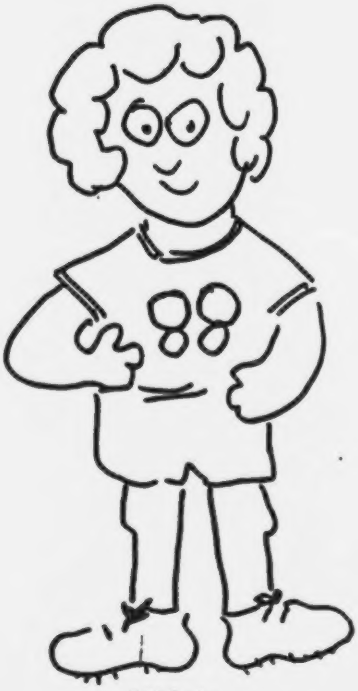


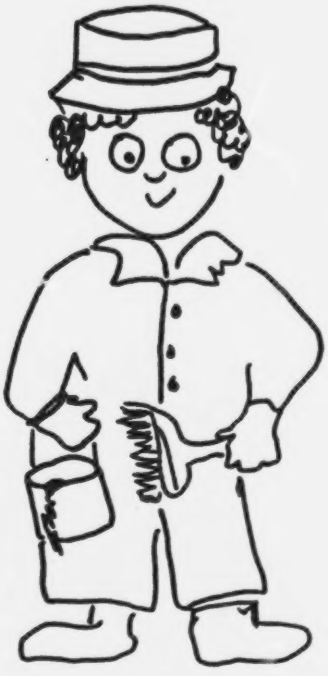
Trucker



Butcher



Athlete



Painter

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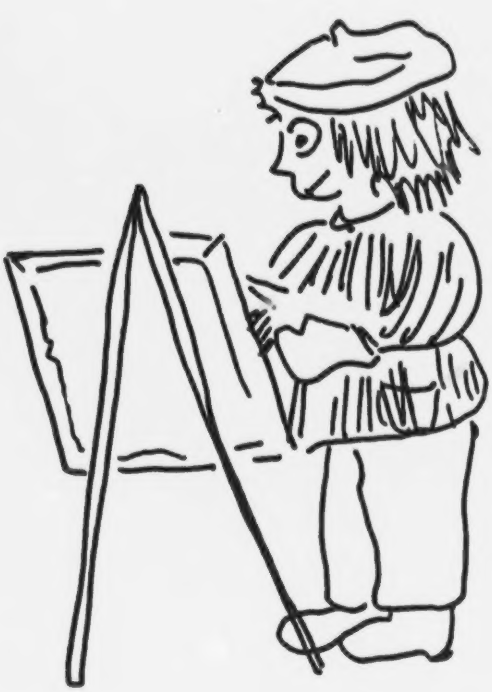
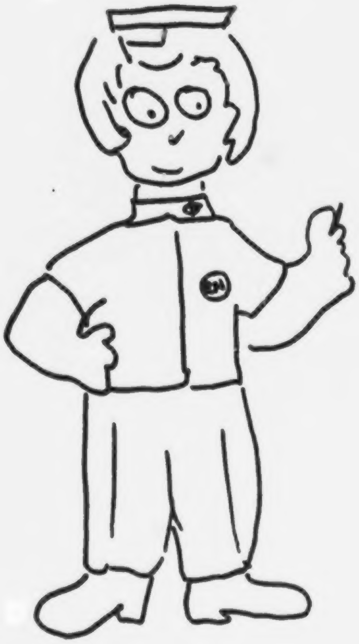
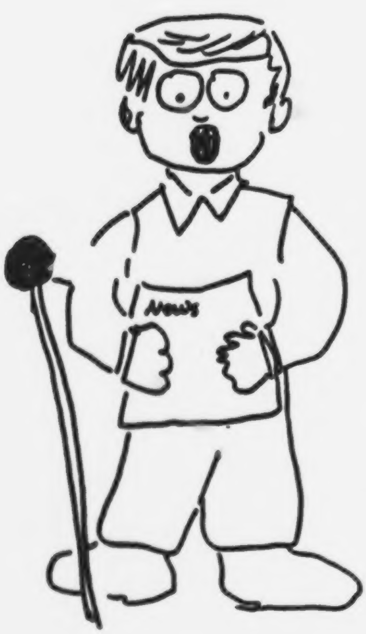


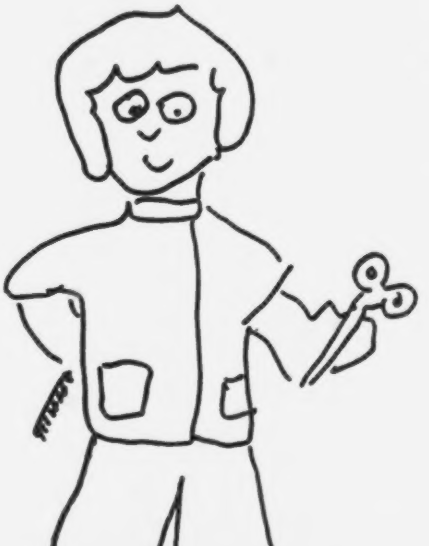
Artist



Nurse



Announcer



Beautician

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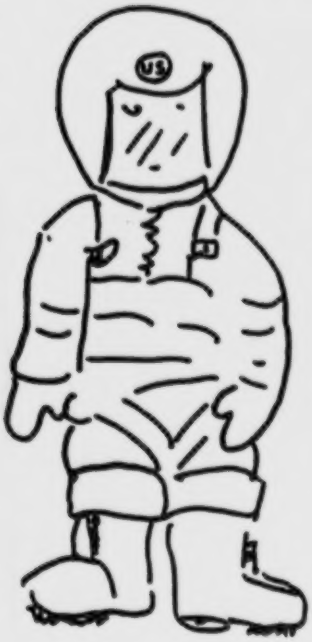
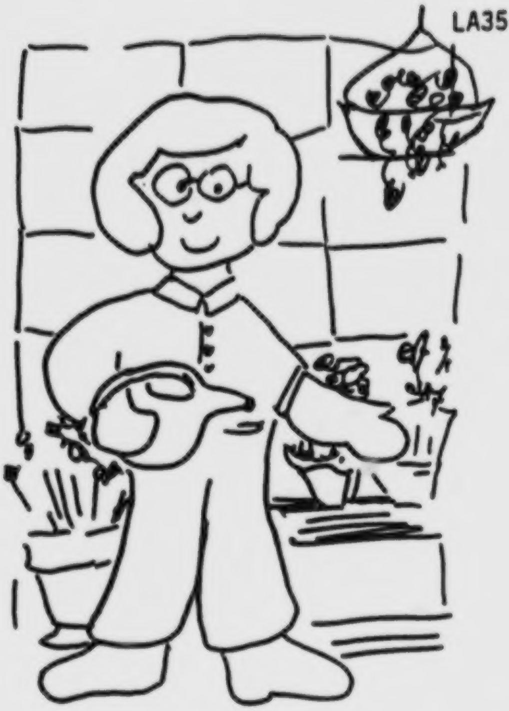
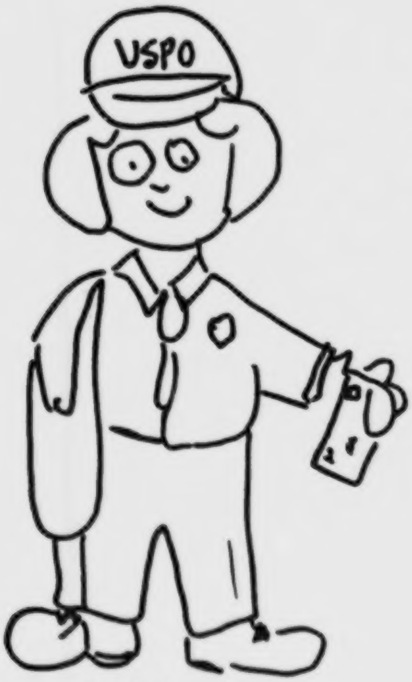


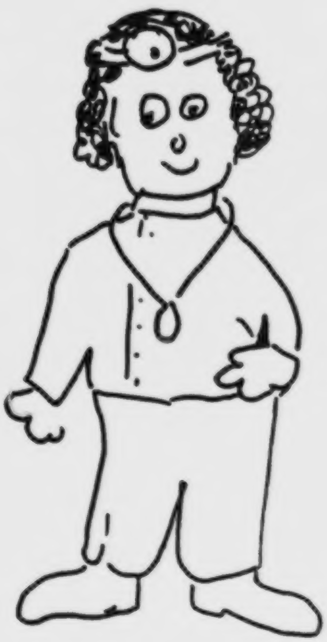
Astronaut



Florist



Mail Carrier



Doctor

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## MECCA ACTIVITY PLAN

TITLE: WORKER RIDDLES (LA100)    SUGGESTED GRADE LEVEL: K-3

INFUSION: LANGUAGE ARTS    LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their reqirements by (8.3A) describing work done, clothes worn, and tools used by a variety of workers.

---

Materials:
Activity Sheet A, B Worker Riddles (one copy for instructor)
Narrow paper (one per student)
Pencils
Chalk and chalkboard

---

Activities:    Teacher Comment:

1. Write the names of the workers (answers) on the chalkboard. (answers to riddles)

2. Give students narrow paper to write down the answers to the riddles as they are read.

3. Read the riddles to the group.

4. Discuss correct answers including clothes worn, work done, and tools used in each occupation.

---

Evaluation:
Student responses to riddles correctly identifying workers and discussion regarding the work done, clothes worn, and tools used by the workers.

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LA100 -A

## Worker Riddles

1. My job is to help people keep their homes clean and neat. I wash and iron, vacuum and dust. Sometimes I cook and take care of children. Who am I? (Housekeeper)

2. I make men and women attractive by using scissors, sprays, combs and brushes. Who am I? (Beautician)

3. I am the person who makes it possible for you to read books and magazines and newspapers. I work with paper and ink. Without me, you would have very little to read. Who am I? (Printer)

4. I build sturdy houses and walls. I use a special kind of heavy blocks with cement in between. Who am I?(Bricklayer)

5. My job is usually on or near downtown streets where businessmen work or at places like hotels and airports. I make peoples' footwear look clean and shiny. Who am I? (Shoeshine person)

6. I am the most important person on a ship. I tell sailors what to do. It is my job to see that the ship travels in the right directions. Who am I? (Naval officer)

7. You are glad to see me come when a certain thing in your house is broken. It is my job to fix it so you can once again watch and hear about what is happening around the world. Who am I? (TV repairperson)

8. I work where it is dark, damp and dirty. I often go deep down inside the earth where I chip and break minerals away from the sides of caves. Who am I? (Miner)

9. I have to get up early in the morning. I bring news to many homes. Sometimes I use a bicycle to deliver my goods. Who am I? (Newspaper carrier)

10. I help people enjoy our national parks. I teach them how to play safely in the woods. Sometimes I take care of animals. Sometimes I become a firefighter or police officer. Who am I? (Forest ranger)

11. I pack up all the things you buy in a grocery store. Who am I? (Sacker)

12. I make flowers into beautiful presents for churches, homes and hospitals; for birthdays, anniversaries, funerals, and weddings. Who am I? (Florist)

13. I am kind of a "doctor" for automobiles. I know how all the parts of it fit together and how they should work. Who am I? (Mechanic)

14. Rub-a-dub-dub, I scrub and scrub. But not any more, that was before I had a machine to wash the clothes clean. Who am I? (Laundry worker)

## Worker Riddles (Continued)

15. I fill the tank and check the oil, put water in radiators so they won't boil. I wipe the windows, give fluid for brakes, and when I'm finished--your money I take. Who am I? (Gas station attendant)

16. I wear a uniform and cap. I use a bat and glove. I try to hit home runs. Who am I? (Ball player)

17. I take orders and carry trays and serve all sorts of delicious foods. Who am I? (Waiter/ waitress)

18. I work with gold and silver and beautiful things that are broken. I set beautiful stones and sell china, silver, and crystal. Who am I? (Jeweler)

19. I love to work outdoors. I plant, sow, rake, and hoe. I raise fine animals. I have big machines that help me do my work. Who am I? (Farmer)

20. I sit at a desk. I take dictation, answer the telephone and use the word processor to type letters. Who am I? (Secretary)

21. Rat-a-tat-tat---tshh-tshhh-clang! My job is making sound in rhythm. My tools are called instruments. Who am I? (Musician)

22. If a hailstorm has made a hole in the top of your house, I would fit shingles together like a puzzle to cover the hole. They will help you be warm and dry inside. Who am I? (Roofer)

23. I wear strange clothes. My job is exciting and dangerous. From where I work, I can see many oceans and rivers and land formations. I guide a ship, but am not a sailor. Who am I? (Astronaut)

24. I place cans, boxes, and bottles on shelves. I stamp numbers on the cans and boxes so people will know how much to pay for them. Who am I? (Stocker)

25. Tap-tap-tap----I exchange new soles for old. I tack on heels and mend old toes, buff, brush, and polish. Who am I? (Shoemaker or shoe repair person)

26. I workwith cord and wires. If mother's toaster or vacuum cleaner or iron does not work, I'm the person to call. Who am I? (Electrician)

27. I swirl and twirl, and bow. I make pictures of the music with my body. I wear lovely and fancy clothes. Who am I? (Ballerina)

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# MECCA ACTIVITY PLAN

**TITLE:** ENJOYABLE MEMORIES (LA53) **SUGGESTED GRADE LEVEL:** K-3

**INFUSION:** LANGUAGE ARTS **LEVEL:** AWARENESS

**GOAL 1: SELF AWARENESS**
OBJ. 1.3 Identifies personal needs, interests and values through (1.3A) listing most favorite and least favorite things.
OBJ. 1.4 Relates personal needs, values, and interests to behavior, decisions, and careers through (1.4B) explaining why some activities are preferred over others.

---

**Materials:**
Paper
Crayons or colored pencils

---

**Activities:** **Teacher Comment:**

1. Discuss the favorite things the students like to do and list these on the chalkboard.

2. Ask students to share instances of having done these activities in the past.

3. Point out these can all be called "enjoyable memories".

4. Ask students to draw a picture or develop a story about their most "enjoyable memory". In this they will explain the reasons they chose this activity over all others.

5. Ask the group to share their drawings and stories.

---

**Evaluation:**
Student drawing or story indicating the most favorite activities and the reasons for this preference.

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# MECCA ACTIVITY PLAN

TITLE: SITUATION SHEET (LA33) SUGGESTED GRADE LEVEL: K-3

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3B)
identifying people who produce goods and services they use.

---

**Materials**
Activity Sheets A,B,C (One copy per student)
Teacher Answer Key
Scissors and glue
Chalkboard and chalk/newsprint and magic marker

---

**Activities** Teacher Comment:

1. Write the following situations or locations on the chalkboard. Offices; restaurants; stores; schools; emergencies.

2. Ask students to list worker categories under each situation or location.

3. Talk about the duties of each worker in student lists.

4. Give students the Situation Sheet and Occupation Card Sheets (Activity Sheets A-C)

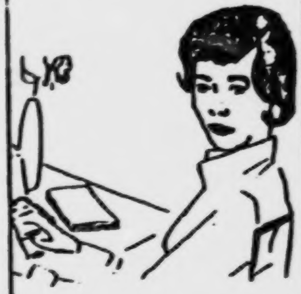
5. Ask students to cut apart the cards and glue them in the situation or location column which is most appropriate.

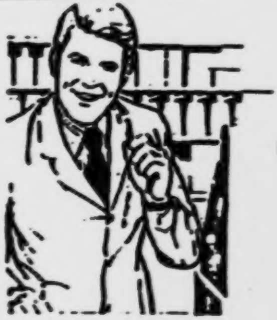
---

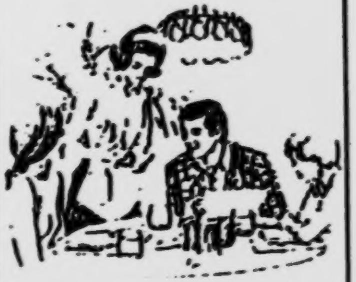
Evaluaton:
1. Student participation in identifying workers in each category.
2. Quality of completed activity sheet identifying workers who produce services or goods.

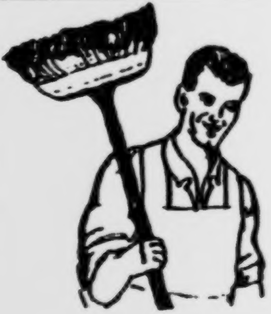
# Occupation Cards

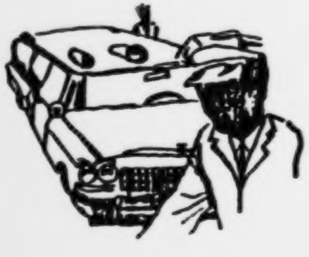
(Cut apart and glue on Situation Sheet)

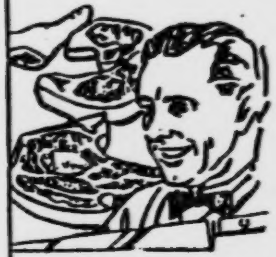

Secretary

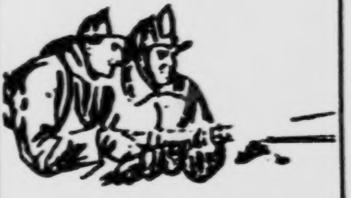

Cashier

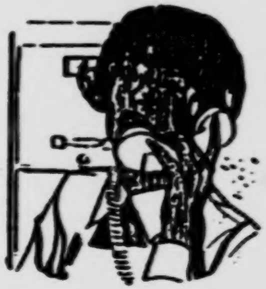

Waitress


Custodian


Ambulance Driver


Butcher


Firefighter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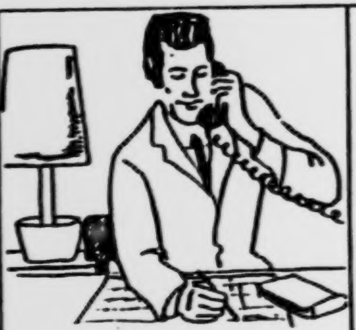
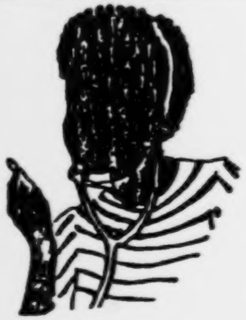

Secretary


Operator

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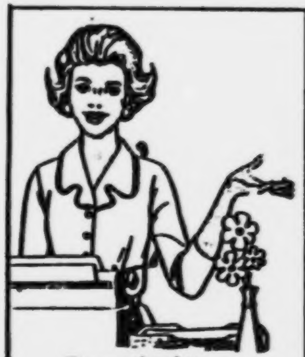
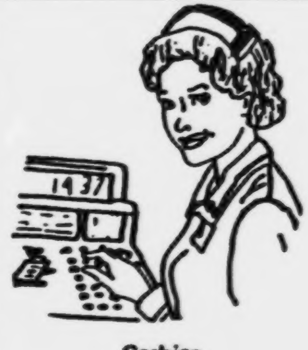
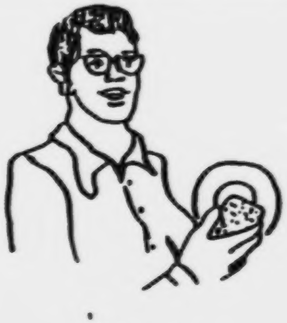
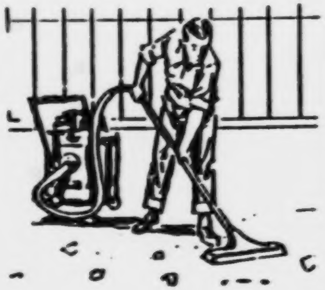
LA33-B

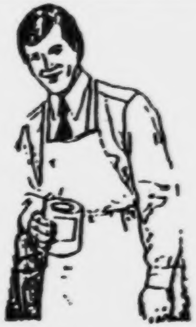
Occupation Cards - (Cut apart and glue onto Situation Sheet)

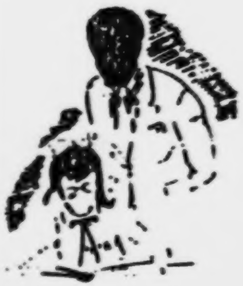

**Receptionist**

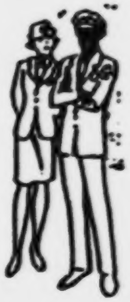

**Cashier**

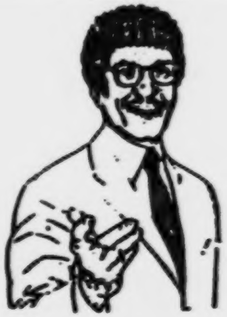

**Dishwasher**

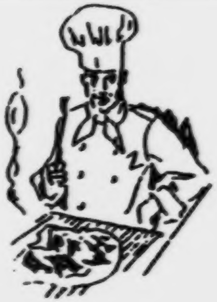

**Custodian**

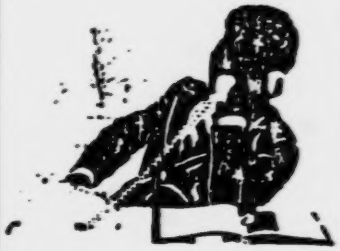

**Stock Clerk**


**Teacher**


**Police Officer**


**Manager**


**Chef**


**Principal**

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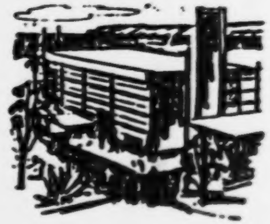
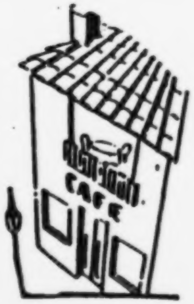
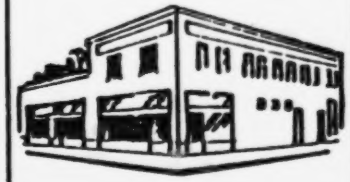
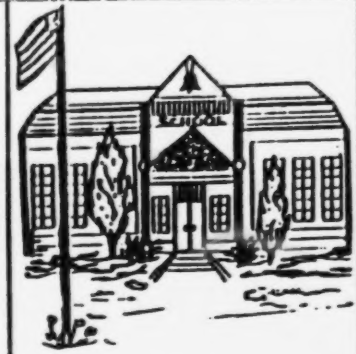
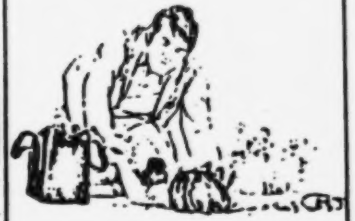
SITUATION SHEET

| <br>Office | <br>Restaurant | <br>Store | <br>School | <br>Emergency |
|---|---|---|---|---|
| | | | | |
| | | | | |

LA33 -C

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## Situation Sheet Answer Key

When you go to a store, you may need:

Cashier
Store Manager
Butcher
Stock Clerk

In a restaurant, you may see:

Cashier
Chef (Cook)
Waiter or Waitress
Diswasher

In an emergency you may need:

Police
Firefighter
Ambulance Driver
Telephone Operator

You are in school, you may work with:

Teacher
Principal
Secretary
Custodian

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## MECCA ACTIVITY PLAN

**TITLE: FAMILY TALK (LA305)** **SUGGESTED GRADE LEVEL: K-3**

**INFUSION: LANGUAGE ARTS** **LEVEL: AWARENESS**

**GOAL 8: CAREER INFORMATION**
OBJ. 8.2 Knows how to locate and use appropriate career information by (8.2A naming places where a person can find out about workers and working.
OBJ. 8.3 Is aware of a range of career opportunities and their requirements by (8.3A) describing work done, clothes worn, and tools used.

---

**Materials:**
Activity Sheet A Family member letter (one per student)
Chalkboard and chalk

---

**Activities:** Teacher Comment:

1. Talk with students about the kinds of work their family members and adult friends do. Ask, why do you think these people chose this kind of work?

2. Give the students Activity Sheet A and ask them to talk with their family about the kinds of jobs they do. Students are expected to bring back the following information regarding the family occupations:
   a. Title of the occupation.
   b. The work done.
   c. The need for special clothing.
   d. The tools used.
   e. The reasons why the person decided to do this kind of work.

In addition, students are asked to bring from home one object which is related to the occupation they are learning about from the family.

3. Students report to the group the results of their family talk.

4. Ask students to name other places where they might find out more information about jobs. List these.

---

**Evaluation:**
Student report showing awareness of family member as a resource for learning about occupations and list of places to find out more information.

LA306-A

Dear Family Member:

______________________________ is learning about
(Student's name)

the kinds of jobs people do. We are asking you to talk with your student about the kind of job you do (or have done in the past). Please try to tell about the following:

1. The name of the occupation.
2. The work you do, or did, in the job.
3. About any special clothes you wear, or had to wear.
4. The tools used to do the job.
5. The reasons you do this work, or did this work.

Please, also, help us by suggesting one object your student can bring to school which is related to the job you talked about.

Thank you.

______________________________
(teacher)

## MECCA ACTIVITY PLAN

TITLE: ABILITIES BOX (LA11) SUGGESTED GRADE LEVEL: K-3

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

GOAL 1: SELF AWARENESS
OBJ. 1.1 Is aware of personal characteristics including strengths well and things that one does not do well.

---

Materials:
Oaktag
Scissors
Tape and glue
Magazine pages torn out containing pictures of people of students approximate age doing interesting things

---

Activities: Teacher Comment:

1. Talk with students about their special characteristics--everyone is special in some way. Ask students to think of some of the things that they do well.

2. Ask students to develop a private list of their own special characteristics.

3. Ask students to look through the magazine pictures to find some illustrations of people doing some of the things on their list. (Note: if pictures are not available a drawing will suffice.)

4. Students construct cubes from oaktag, by cutting 4 four inch squares and taping them together. In each face of the cube, pictures can be glued.

5. Hang cubes in the air and ask students to guess who belongs to each cube. The student whose cube it is can explain his choice of pictures.

---

Evaluation:
Student products and discussion indicating understanding of personal characteristics.

# MECCA ACTIVITY PLAN

TITLE: CAN YOU FIND ME? SUGGESTED GRADE LEVEL: K-3
(LA301/SS303)

INFUSION: LANG. ARTS/S.STUDIES LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3B) identifying people who produce goods and services.

---

**Materials:**
Activity Sheets A,B,C,D
Scissors and glue
Paper
Crayons

---

| Activities: | Teacher Comment: |
|---|---|
| | |

1. Discuss with students occupations that are listed on Activity Sheet A. Ask students to list:
   a. Location of work done.
   b. Kind of work done by person.
   c. Tools needed by worker.

(Students may write this on paper; express it verbally; or, develop and experience chart.)

2. Provide students with a set of Activity Sheets C-D and allow enough time for writing the occupational titles alongside the description of the occupation.

3. Check papers for accuracy.

4. Allow students to color, cut, paste pictures beside each description as an illustration.

5. Choose several of the careers to read more about.

(Option) Create a "Career corner" to spotlight one career each week by providing supporting pictures, books and tools.

---

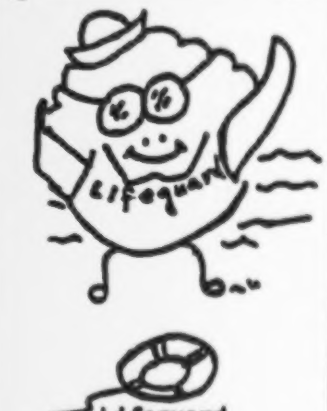
**Evaluation:**
Student discussion and Activity Sheets indicating understanding of workers who produce goods and services they use.

LA301/SS303 -A

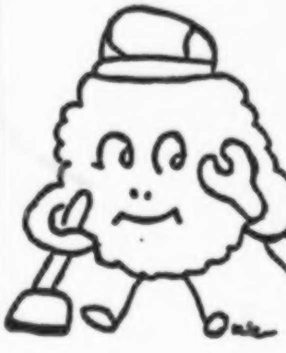
# Can You Find Me?

Directions:
Read the little, short stories. Find the picture that tells you who each worker is. Cut out the picture of the worker and glue it beside the right story.

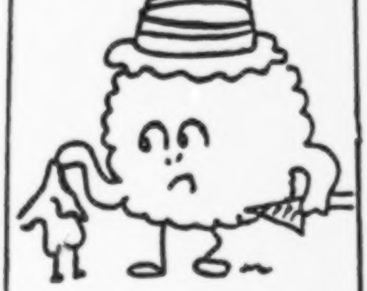
Be a careful reader....Have fun!



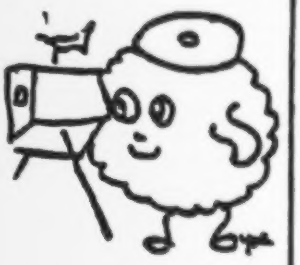
Lifeguard



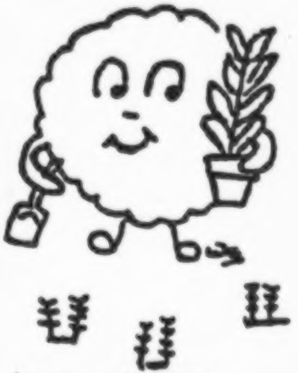
Plumber



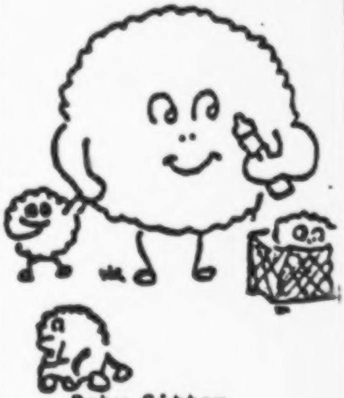
Butcher



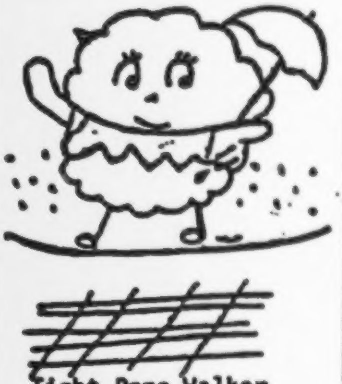
Photographer



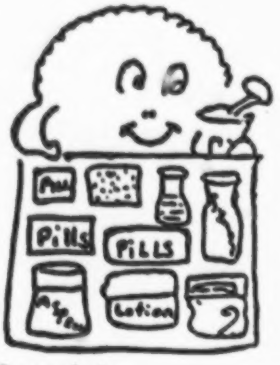
Nursery Worker



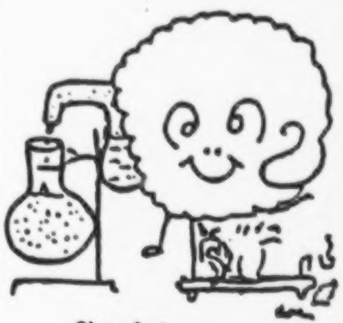
Baby Sitter



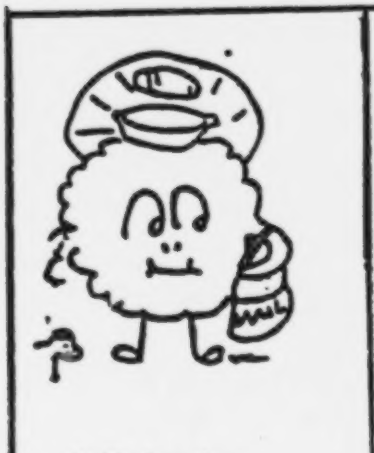
Tight Rope Walker


Pills
PILLS
Aspirin
Lotion

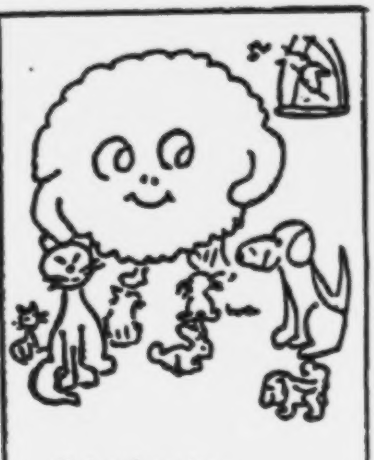
Druggist



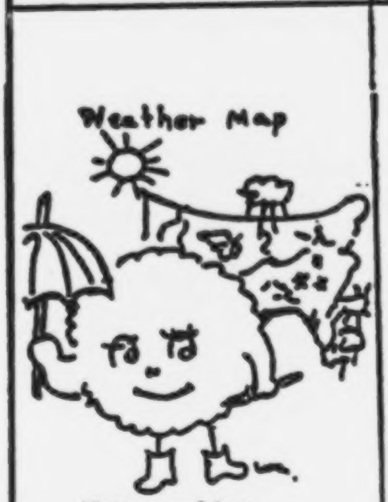
Chemist



Mail Carrier



Veterinarian


Weather Map

Meterogolist

LA301/SS303-C

# Can You Find Me??

1. My job is to watch people while they are swimming. If they should happen to have any trouble, I will save them. I have to be a good swimmer. I also need to be able to watch things very carefully.

______________________

2. I am the person who makes sure that your letters, packages, and magazines get delivered to your house. If I could not read, I would never be able to do my job.

______________________

2. If you would like to have some new trees, shrubs, or flowers planted in your yard, you can call me. I know many things about plants. I understand what makes them healthy. I have to be good ab science. It is also important for me to be able to read well so I can read the directions on things.

______________________

4. Smile pretty and I'll take your picture! It is my job to use a camera and take pictures of people, places, and anything that somebody might want. Sometimes I work for a newspaper. Sometimes I work for a magazine. Sometimes I work in a studio.

______________________

5. If you want to know what the weather is going to be like in the future, you can listen to me. I have studied a lot about science and understand what causes it to rain, snow, hail, or whatever the weather brings. Sometimes I work at a TV station. I also might work at an airport. I really am an important person.

__________

7. If you are afraid to be way up HIGH, you would not want my job. I might work in a circus or perhaps on a TV show. It takes lots and lots of practice to be able to balance yourself the way that I do.

__________

9. Someone has to discover how to make soaps, perfumes, bug killers and other things like that we use. I'm the person who does that. I mix lots of chemicals together until I find the right thing. I think that experimenting is exciting.

6. When people have a aky faucet or their water pipes are broken, they usually call on me. I sometimes have to go under houses to work and when I do, I get very dirty. I have many tools that I use to do my work.

__________

8. Many mothers have jobs and must find someone to take care of their little children. I love babies and little children so I really enjoy my work. I have to have a lot of patience so that I do not get grouchy.

__________

10. I have always loved animals and I want to help them in any way that I can. When your pet gets sick, you can bring it to me.

# MECCA ACTIVITY PLAN

TITLE: WORKERS ON MY MAP (LA93/SS44) SUGGESTED GRADE LEVEL:K-3

INFUSION: LANG. ARTS/S.STUDIES LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3B)identifying people who produce goods and services they use.

---

**Materials:**
City or local community map
Dictionary of Occupational Titles or Occupational Outlook Handbook
Large sheets of newsprint for each student
Magic markers/color pencils/crayons

---

| Activities: | Teacher Comment: |
|---|---|
| 1. Using copies of a map, ask students to trace their route to school, citing all the jobs they observe en route.<br>2. Students make a map of their own route to school, marking spots they identify as relating to an occupation.<br>Items to use include: street names, using proper capitalization and abbreviations; job titles.<br>3. Brainstorm with the students: What kinds of products do these people produce? What would we do if they decided not to work at doing this anymore? | |

---

Evaluation:
Student identification of people who produce goods and services they use.

## MECCA ACTIVITY PLAN

TITLE: ALONENESS (LA126/SS201) SUGGESTED GRADE LEVEL: K-3

INFUSION: LANG. ARTS/S. STUDIES LEVEL: EXPLORATION/PREPARATION

GOAL 2: INTERPERSONAL SKILLS
OBJ. 2.1 Demonstrates and is aware (2.1.A) of feelings about self and others.

---

Materials:
Paper, pencils, crayons
Construction paper

---

Activities: Teacher Comment:

1. Discuss the concept of "being alone" without negative or positive judgements.

2. Ask students to think of the kinds of things they do when they are alone. List these on the board.

3. Explore student feelings about doing things alone. Do they prefer to do things with other?

4. Ask students to draw a picture or write a story about themselves doing something they like to do when alone. (Note: If a student insists on a preference of being with others, accept this position and ask for a picture or story of the things done with others.)

5. Students share stories with others. Promote a non-judgemental attitude of acceptance of others.

---

Evaluation:
Student written story or art project and participation in discussion indication acceptance of preferences for being alone or with other people.

## MECCA ACTIVITY PLAN

TITLE: PEOPLE STORIES (LA68/SS33) SUGGESTED GRADE LEVEL:K-3

INFUSION: LANG. ARTS/ S. STUDIES LEVEL: AWARENESS/EXPLORATION

GOAL 2: INTERPERSONAL SKILLS
OBJ. 2.3 Works with others regardless of sex, race, and cultural differences by (2.3B) accepting cultural and racial differences.

---

Materials:
Magazine pages torn from magazines showing people of different nationalities, dress, ages, sex, and different facial expressions.
Scissors and glue
Construction paper
Writing paper and pencils

---

| Activities: | Teacher Comment: |
|---|---|
| 1. Ask students to cut out pictures from the magazine pages of several people. | |
| 2. Students arrange cut out pictures so that they frame an event of some type. These are glued on one side of the construction paper. | |
| 3. Students write a story about the people and the event in the picture they have created. This will include some reference to the people's feelings about the event in which they are engaged. | |
| 4. Students share pictures with others in their group and respond to clarification questions from peers. | |

---

Evaluation:
Quality of student written stories telling of the life situations and feelings of others; participation in sharing and identifying pictured events.

# MECCA ACTIVITY PLAN

TITLE: INTERVIEWING SCHOOL WORKERS SUGGESTED GRADE LEVEL:K-3
(SS51/LA106)

INFUSION: SOCIAL STUDIES/LANG. ARTS LEVEL: AWARENESS/EXPLORATION

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements. (8.3A) Describes work done, clothes worn and tools used by a variety of workers.

---

Materials:
Paper, pencils, crayons

---

Activities: Teacher Comments:

1. Ask students to list all non-teaching people that work in the school.

2. Discuss how these people help students and teachers.

3. Discuss techniques for gaining information from other people and possible interview questions. Develop an interview protocal for students to use in asking questions during assigned interviews.

4. Visit places where non-teaching personnel work in the school and encourage students to ask the questions they developed.

5. Following the visits, ask students to draw pictures or write about the work that each person does.

(Option) Students choose two workers and contrast the work they do and the preparation they had to make in order to do their jobs.

---

Evaluation:
1. Student use of interview techniques.
2. Quality of student participation and writing about non-teaching school personnel and their jobs.

## MECCA ACTIVITY PLAN

TITLE: WHAT DO I WEAR? (SS19)    SUGGESTED GRADE LEVEL: K-3

INFUSION: SOCIAL STUDIES    LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3A) describing work done, clothes worn, and tools used by a variety of workers.

---

Materials:
Activity Sheet A Personal Appearance and Tools Used
(one per student)
Pencils

---

Activities:    Teacher Comment:

1. Discuss the importance of personal appearance in school and for job success. Talk about the importance of neatness, cleanliness, and appropriate clothing.

2. Brainstorm the occupations that require workers to wear special clothing (nurses, firefighters, police officers, construction workers, etc.)

3. Ask students to list occupations on Activity Sheet A and fill out the information requested.

4. Discuss the ways in which workers arrange to start the day in clean and neat clothing appropriate to their work situation. Ask, how can workers maintain cleanliness during the day?

---

Evaluation:
1. Student participation in discussion of cleanliness and need for neat personal appearance.
2. Quality of student work on Activity Sheet A.

# WHAT DO I WEAR?

**DIRECTIONS:** Under Column I. list 10 occupations; under Column II. list the special type of clothes that may be worn for that type of work; under Column III list the tools used for that occupation.

| COLUMN I.<br>Occupations | COLUMN II.<br>Clothes Worn | COLUMN III.<br>Tools Used |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

## MECCA ACTIVITY PLAN

TITLE: GOOD AND BAD DAY (SS6) SUGGESTED GRADE LEVEL: K-3

INFUSION: SOCIAL STUDIES LEVEL: AWARENESS

GOAL 3: DECISION MAKING
OBJ.3.3 Adapts decisions to changing circumstances by (3.3A) recognizing different kinds of decisions are made as (3.3B) deterimined by different circumstances.

---

Materials:
Three large envelopes marked:

| 🙂 | 😐 | ☹ |
|---|---|---|
| A Good Day | An O.K. Day | A Bad Day |

Paper and pencils

---

Activities: Teacher Comment:

1. Toward the end of the school day, ask students to think back over the day and decide if it was a good, bad, or o.k. day for them. Ask them to write their names on a slip of paper and place it in the appropriate envelope.

2. The following day, lead a discussion as to why yesterday was a good, bad, or o.k. day for most of the students. Emphasize that students had different decisions about the day depending on their individual circumstances.

3. Repeat #1 above on the second day.

4. Begin a graph of student responses to the activity as it continues over about 5 days.

---

Evaluation:
Student participation in discussion indicating understanding of the role or circumstances in decision-making.

## MECCA ACTIVITY PLAN

TITLE: OCCUPATIONAL RESPONSIBILITY (SS 41) SUGGESTED GRADE LEVEL: K-3

INFUSION: SOCIAL STUDIES LEVEL: AWARENESS/EXPLORATION

GOAL 4: WORK HABITS AND ATTITUDES
OBJ. 4.1 Demonstrates initiative and independence by (4.1B) showing the ability to complete tasks.
OBJ. 4.2 Exhibits positive work habits by (4.2B) explaining how work and working benefits self and others.

---

Materials:
Paper and pencils
crayons

---

Activities: Teacher Comment:

1. Ask students to identify work at home or occupations in the community; list these on the chalkboard.

2. Ask students to name the responsibilities or duties of people in the occupations listed. Older students can be asked to research the occupations and develop a list of tasks for each. Kindergarten students can be asked to draw a picture of one occupational person doing one of the tasks mentioned.

3. Students share lists and drawings and develop ideas for what a GREAT achievement might be in each occupation, i.e. a doctor saving the life a a patient; a mechanic inventing a fuel saving engine, etc.

---

Evaluation:
Student lists and drawings of occupational tasks and discussion of GREAT accomplishments in the occupational field.

## MECCA ACTIVITY PLAN

TITLE: DECISIONS (SS9) SUGGESTED GRADE LEVEL: K-3

INFUSION: SOCIAL STUDIES LEVEL: AWARENESS

GOAL 3: DECISION MAKING
OBJ. 3.5 Recognizes the variety of settings in which decisions are made and the influences on decision making by (3.5A) naming people and things that influence decisions.

---

**Materials:**
Paper and pencils

---

**Activities:** **Teacher Comment:**

1. Ask students to list the decisions made by them during yesterday and today. Ask them to write them on paper or list them as an experience chart.

2. Ask students to mark those items on their list according to this key:

   a. P=decisions my parents helped me make.
   b. I=decisions I make alone.
   c. F=decisions friends help me make.
   d. H=decisions made at home.
   e. S=decisions made at school.

3. Discuss the ways decisions are made and how the group feels about the influences of others in their decision making.

---

Evaluation:
Student identification of influences on decision making.

# MECCA ACTIVITY PLAN

TITLE: HATS-ON GAME (SS18) SUGGESTED GRADE LEVEL: K-3

INFUSION: SOCIAL STUDIES LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3A) describing work done, clothes worn and tools used by a variety of workers.

---

Materials:
Teacher prepared cards with occupation hats on one side and clues to the occupation it represents on the other See Activity Sheets A-D.
Envelopes to hold the cards
Chalkboard and chalk

---

Activities: Teacher Comment:

1. List the occupations on the Activity Sheet on the board. Ask students to name the work done, tools used, and clothes worn by each.

2. Give students the occupation cards and ask them to read the clues to the group. Group members try to guess the correct occupation.

3. When a student makes the correct answer, he/she is allowed to keep the card. The student who receives the most cards can be declared the "Hats-On Person for the Day.

---

Evaluation:
Student contribution to listing of occupations, work done, tools used and clothes worn.

Remember to put the clues on one side of the card and the occupations on the other.

(1)

(1) tall white hat
(2) aroma
(3) kitchen
(4) prepares food

chef or cook

(2)

(1) big nose
(2) wears a baggy costume
(3) makes people laugh
(4) works in a circus

clown

(3)

(1) sits in the sun
(2) swims occasionally
(3) pool, ocean, or lake
(4) saves people

lifeguard

(4) librarian

(1) straightens shelves
(2) orders books
(3) checks out books
(4) works in the school

(5) bank teller

(1) sits behind counter
(2) cashes checks
(3) handles deposits
(4) works at bank

(6) sales clerk or salesman

(1) takes your money
(2) puts out stock
(3) "May I help you?"
(4) department store worker

## HATS-ON

(7)

missionary

(1) man or woman
(2) foreign lands
(3) religion
(4) delivers word of God

(8)

cartoonist

(1) newspaper
(2) characters
(3) balloons
(4) draws

(9)

garbage collector

(1) man
(2) big truck
(3) comes to your house periodically
(4) picks up garbage

## HATS-ON

(10)

(1) man or woman
(2) ideas
(3) books
(4) writes

writer

(11)
Sample

(1) performs
(2) television
(3) movies
(4) portrays someone else

front

(11)
Sample

ACTOR

back

## MECCA ACTIVITY PLAN

TITLE: BABY PICTURES (SS305) SUGGESTED GRADE LEVEL: K-3

INFUSION: SOCIAL STUDIES LEVEL: AWARENESS

GOAL 1: SELF AWARENESS
OBJ. 1.6 Understanding the effects of maturation on self through (1.6A) identifying accomplishments on has done recently that were not done before and (1.6B) relating these to growth.

---

Materials:
Students' baby photos brought from home.
Chalkboard and chalk
Paper and pencils or crayons

---

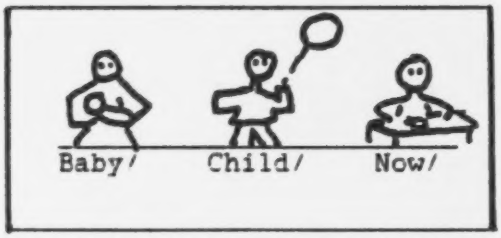
Activities: Teacher Comment:

1. Ask students to bring to class photos of themselves as a baby. (Have on had a selection of photos of babies for those unable to bring a personal photo.)

2. Ask students to name things they were able to do at the time of the photo. Write these on the chalkboard.

3. Ask students to name things they are able to do now that they couldn't at the time of the photo. Relate this progress to student growth and development.

4. Ask students to develop a "Time Line" which illustrates the kinds of things they were able to do as a baby, a young child, and now. Example:



Evaluation:
Student understanding of the effects of growth and maturation as indicated in discussion and in developing a Time Line.

# MECCA ACTIVITY PLAN

TITLE: COMPETITION (SS301) SUGGESTED GRADE LEVEL: K-3

INFUSION: SOCIAL STUDIES LEVEL: AWARENESS

GOAL 2: INTERPERSONAL SKILLS
OBJ. 2.7 Recognizes the role of constructive and positive competition by (2.7Z) understanding competition and the rules for positive competition.
OBJ. 2.8 Identifies and uses interpersonal skills by (2.8A) identifying ways in which he/she are able to help others.

---

Materials:
Chalkboard and chalk
Drawing paper and crayons or colored pencils

---

Activities: Teacher Comment:

1. Ask students what happens when they compete? Talk about the times and ways people compete with each other.

2. Ask students to think of interpersonal skill areas in which they do well. (For this age group, some skills might be: aware of feelings of self and others; accepting directions from others; aware of differences between self and others; accepting cultural and racial differences; identifying situations and ways people work together; understanding competition; following group rules; helping others.)

List these on the board and develop a companion list of students that think they do well in these activities.

3. Ask do we all do well in each activity? Is everyone good at doing the same thing? Should we all be able to do the same things well?

4. Point out that we all excel at something. Ask students to name ways they might help someone else improve in areas that they can improve.

---

Evaluation:
Student discussion indicating understanding of competition and the rules for positive competition and ways they can help others develop interpersonal skills.

# MECCA ACTIVITY PLAN

TITLE: WOOD PRODUCTS (MS25) SUGGESTED GRADE LEVEL: K-3

INFUSION: MATH/SCIENCE LEVEL: AWARENESS/EXPLORATION

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3B) identifying people who produce the goods and services they use.

---

**Materials:**
Magazine pages torn out which picture objects made of wood.
Activity Sheet A Sample Idea Sheet (one per two students)
Paper, pencils, scissors, glue

---

**Activities:** Teacher Comment:

Note: This activity can be done with any other generic product as the focus.

1. Brainstorm with the group the number of different products we receive that are produced from wood.

2. Give each two students Activity Sheet A as an example of the format for developing a "wood product cluster."

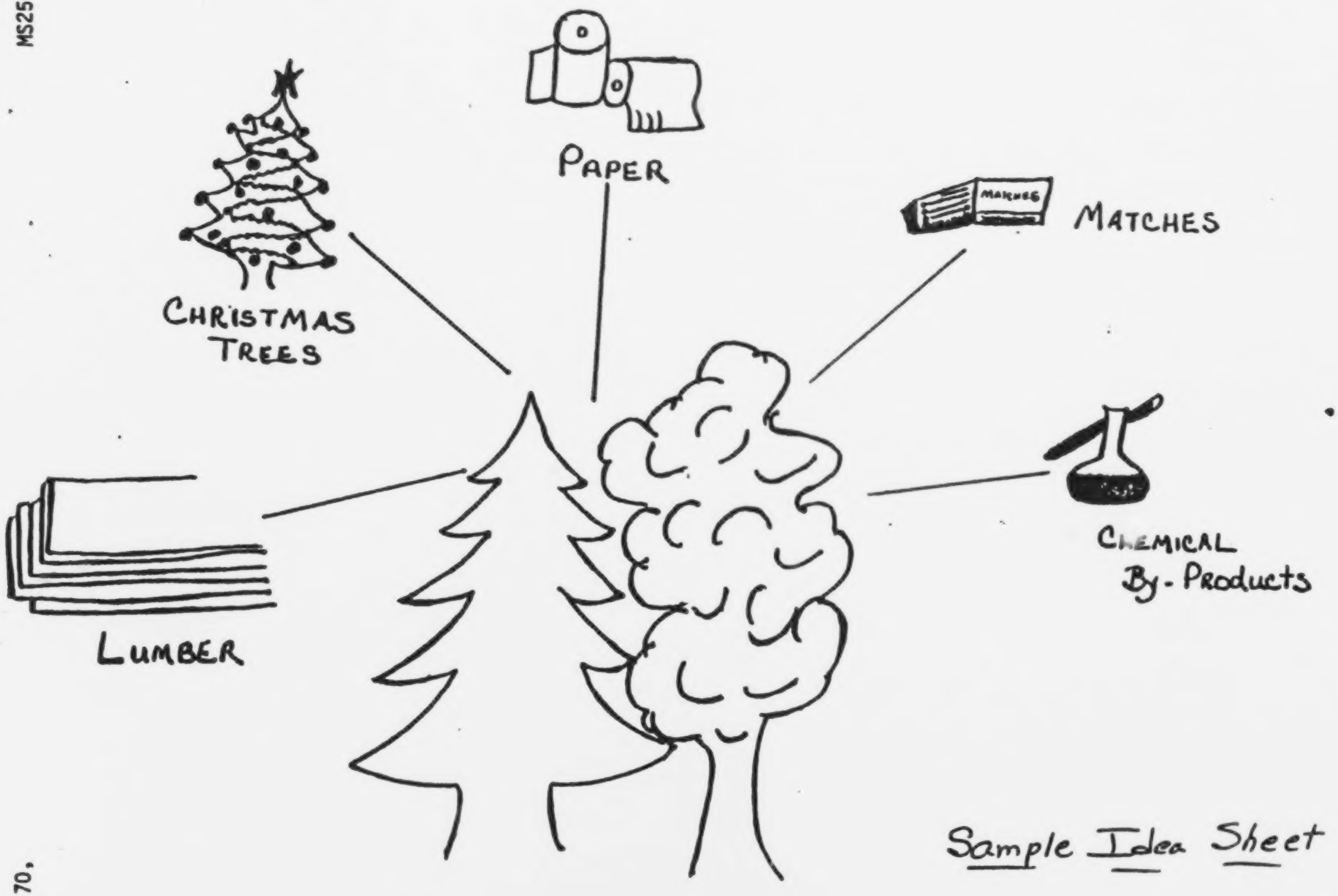
3. Ask students to choose from among the magazine pages a selection of objects made of wood. Cut out, these are glued on paper in the format shown on Activity Sheet A.

4. Ask students to share their "wood product clusters" with the group.

---

**Evaluation:**
Student "wood product clusters" indicating awareness of a range of goods and services they use which come from wood.

MS25-A


CHRISTMAS TREES
PAPER
MATCHES
MATCHES
CHEMICAL By-Products
LUMBER

Sample Idea Sheet

170,

## MECCA ACTIVITY PLAN

TITLE: MEASURING SELF (MS1) SUGGESTED GRADE LEVEL: K-3

INFUSION: MATH (BODY IMAGE) LEVEL: AWARENESS

**GOAL 1: SELF AWARENESS**
**OBJ. 1.1 Is aware of personal characteristics including strengths and limitations by (1.1B) identifying personal and physical characteristics.**
**OBJ. 1.2 Exhibits a positive self concept by (1.2A) describing and accepting one's own characteristics.**
**GOAL 5: COMMUNICATION AND COMPUTATION SKILLS**
**OBJ. 5.5 Uses computational skills effectively by (5.5A) applying basic computational skills.**

---

**Materials**
**Large newsprint**
**crayons/print**

---

Activities: Teacher Comment:

Note: First grade children and above may prefer to develop a strip of paper that is measured to the length of their height.

1. Discuss the physical characteristics of people and contrast that to personal characteristics.

2. Place unrolled paper on the floor; place child on paper; draw an outline of the child with a crayon.

3. Ask child to crayon/paint in physical characteristics, i.e. color of hair, etc.

4. Ask, who is tallest, shortest? Line up child figures from tallest to shortest. Ask children to line up next to their figure and note comparisons of height.

---

Evaluation:
Student acceptance of own personal and physical characteristics; ability to describe others and self; understanding of comparison of shortest and tallest and sequencing of figures.

## MECCA ACTIVITY PLAN

TITLE: PEDRO'S RESPONSIBILITY (MS14) SUGGESTED GRADE LEVEL: K-3

INFUSION: MATH (PERCEPTUAL) LEVEL: AWARENESS

**GOAL 4: WORK HABITS AND ATTITUDES**
**OBJ. 4.7 Understands and respects worker roles by (4.7A) following directions.**
**GOAL 10: LEISURE PREFERENCES AND PERSONAL RESPONSIBILITY**
**OBJ. 10.6 Participates as a responsible member of the family by (10.6B) identifying family members contribution to society.**

---

Materials:
Activity Sheet A Shapes for Pedro (one per student)
Teacher instruction sheet
Crayons, pencils; chalkboard and chalk

---

Activities: Teacher Comment:

1. Discuss with students their responsibilities at home and school. List the ways they help others on the board.

2. Discuss leisure activities versus chores or "jobs".

3. Distribute Activity Sheet A and give directions:

(Note: This part of the activity could be individualized for later use by audio recording the instructions on tape and asking students to complete the activity in a learning center.)

4. Discussion following activity:
   a. What does Pedro do for others?
   b. What does Pedro do for Pedro?
   c. What things were work?
   d. What was play?
   e. Name the things you do for others or yourself.
   f. What are some things you family does for you.

---

Evaluation:

1.Student ability to follow directions.
2. Student self-identification as a contributing family member.

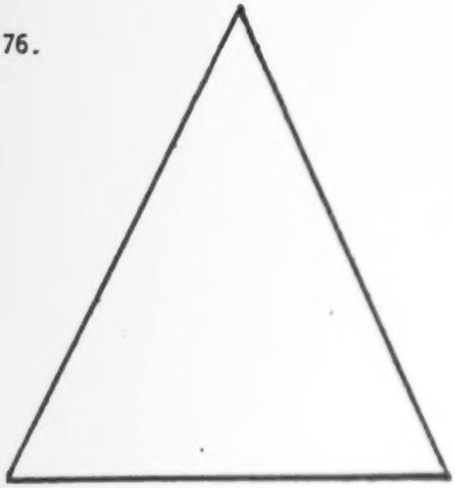
# INSTRUCTIONS FOR THE TEACHER

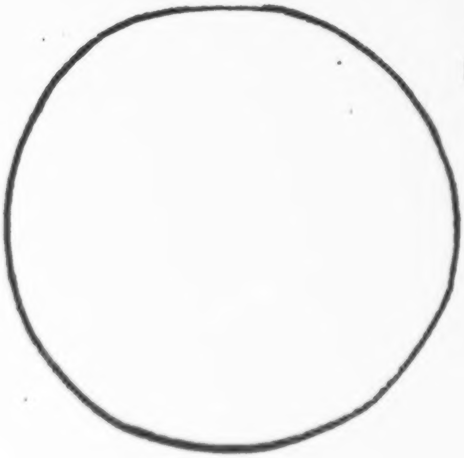
Give a copy of the attached sheet to each student. Read the first set of instructions, allowing students sufficient time to color each.

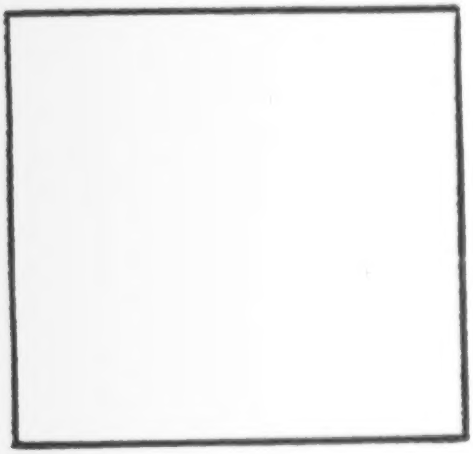
1. Color the diamond blue
2. Color the triangle green
3. Color the circle brown
4. Color the square red
5. Color the rectangle orange

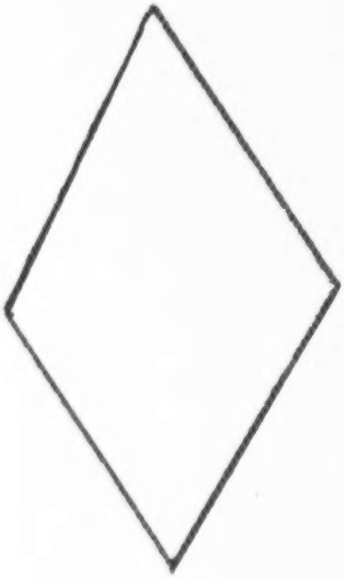
Now, read the second set. See if the students will follow the directions.

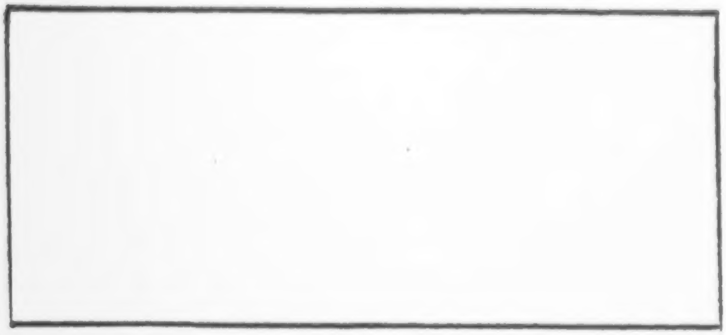
(Draw a face on the circle.) This is Pedro. He goes to school. (Draw a roof on the rectangle and add windows to make a school building.) This is where Pedro goes to school. (Now draw a line across the bottom of the triangle to make a hat.) This is the hat that Pedro wears. Sometimes Pedro goes to the store for his mother. (Draw wheels and a tongue on the square to make a wagon.) This is the wagon in which Pedro brings groceries home from the store. When Pedro has done his day's work - going to school and running errands for his mother - he has time to play. (Now draw a tail and string on the diamond to make a kite.) Pedro enjoys flying his kite in the vacant lot near his home.











# MECCA ACTIVITY PLAN

TITLE: CITIZENSHIP RESPONSIBILITY SUGGESTED GRADE LEVEL: K-4
(SS 307)

INFUSION: SOCIAL STUDIES AWARENESS

**GOAL 10: LEISURE PREFERENCES AND PERSONAL RESPONSIBILITIES**
**OBJ. 10.5 Coordinates citizenship role with lifestyle and career by identifying citizenship roles in the community and (10.5D) making suggestions for class and school improvements.**

---

Materials:
Paper for drawing or painting
Crayons or paint
Chalkboard and chalk

---

Activities: Teacher Comment:

1. Define citizenship and responsibility with students. Ask: What responsibilities do we have as school citizens? As a member of our family? As a community member? List these on the chalkboard under the headings of School, Family, and Community.

2. Follow discussion with an art or writing project depicting school, family, or community citizenship responsibilities.

3. Share student products with the group. Follow-up sharing by reminding students of the original list they developed for school, community, and family responsibilities.

4. Ask students to develop a new list of ideas they think would help them improve in meeting their school responsibilities. Ask, what would they like to see happen? What could you do to help?

---

Evaluation:
Student discussion and list of family, school, and community citizenship responsibilities; drawing or writing of instances of citizenship responsibilities; ideas for improvement.

## MECCA ACTIVITY PLAN

TITLE: TASK STEPS (LA307)   SUGGESTED GRADE LEVEL: K-6

INFUSION: LANGUAGE ARTS   LEVEL: AWARENESS

GOAL 4: WORK HABITS AND ATTITUDES
OBJ. 4.4 Plans and completes tasks efficiently and thoroughly by (4.4A) recognizing the steps in carrying our specific tasks and (4.4B) planning and carrying out simple and complex tasks.

---

Materials:
Paper and pencils
Drawing paper and crayons
Chalkboard and chalk

---

Activities:   Teacher Comments

1. Ask students to name tasks they are assigned in the school room. List these on the board (i.e. watering plants, picking up paper, lunch room monitor, carrying equipment bag to playground, holding doors, message person, etc.)

2. Outline with students the steps for carrying out one task. Example: Carrying Equipment Bag to Playground
   a. Student goes to closet and opens door.
   b. Student picks up bag.
   c. Student carries bag to play ground.
   d. Teacher supervises giving out equipment.
   e. Teacher supervises collecting equipment.
   7. Student carries bag to classroom.
   8. Student places bag in closet.
   9. Student closes closet door.

3. Ask students to develop their own written task plan for other tasks listed on the chalkboard. (Note: kindergarten children can draw sequence pictures of steps.)

---

Evaluation:
1. Student recognition of steps needed in carrying out specific tasks.
2. Student planning and carrying out of developing a written or drawn sequence plan for doing a task.

## MECCA ACTIVITY PLAN

TITLE: FRED THE FARMER (LA30) SUGGESTED GRADE LEVEL: 1-2

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements through (8.3A) describing work done, clothes worn, and tools used by a variety of workers.

---

Materials:
Activity Sheets a-g
Pencils, crayons, scissors, glue

---

Activities: Teacher Comments:

1. Read a book or show a filmstrip about farming as an occupation. Include the idea that all farming is not the same, i.e. dairy farming, crop farming, cattle farming, garden farming.

2. Explain the introduction of "friend", Fred, the farmer.

3. Use Activity Sheets as needed for the level of your group.

(Option) The last two Activity Sheets can be put together to form a large picture of Fred. This could be used in various ways -- a bulletin board piece, student coloring, student mounting on construction paper.

---

Evaluation:
1. Student discussion of farming as an occupation, identifying products, tools used, clothes worn, and work done.
2. Quality of student completed Activity Sheets.

# FRED THE FARMER

Fred lives in the country. He has many animals on his farm. He also raises vegetables to sell in town. Would you like to be a farmer?

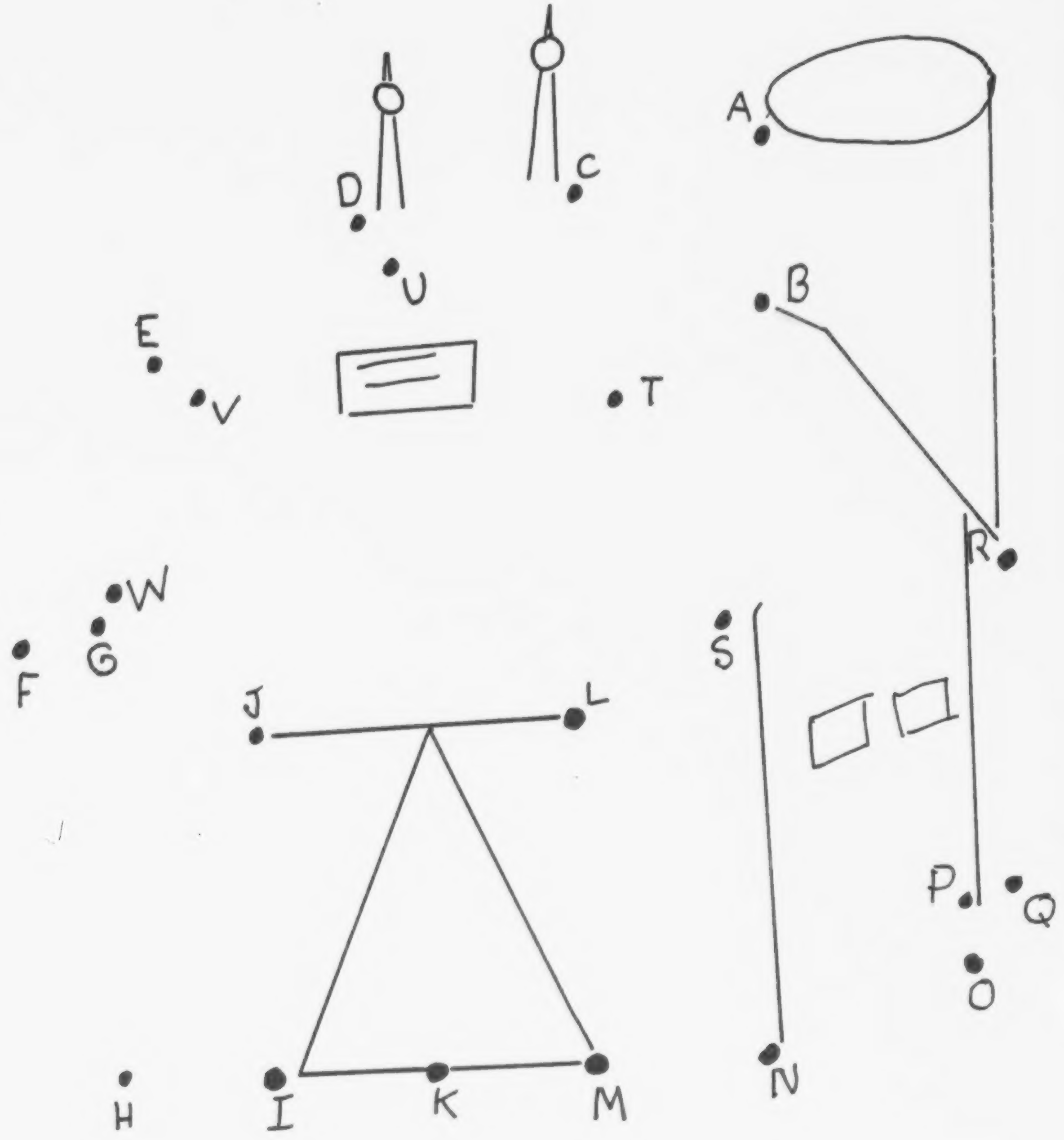
Farmers do many things on a farm. They use many different tools to help them do their work. Find the tools a farmer uses and draw a red circle around each one. Find the kinds of work a farmer does and draw a blue circle around each one.

WORK FARMERS DO

cleans the barn
cooks the meals
plows the fields
takes care of books
plays a trumpet
sews
milks the cows
makes the beds
drives a tractor
puts people in jail
feeds the chickens
puts out fires
plants seeds

TOOLS FARMERS USE

comb
tractor
pillow
plow
record player
shovel
dishes
crayons
bucket
rake
candle
pitchfork
typewriter


A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W

I AM IMPORTANT TO A FARMER. ANIMALS LIVE IN ME.

## LIST THESE ANIMALS IN ALPHABETICAL ORDER

pig
horse
donkey
sheep
bull
lamb
cow
rooster
goat

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________

## MATCH THE BABY WITH THE MOTHER

| Mothers | Babies |
|---|---|
| sow | kid |
| cow | lamb |
| nanny | colt |
| hen | piglet |
| mare | chick |
| ewe | calf |

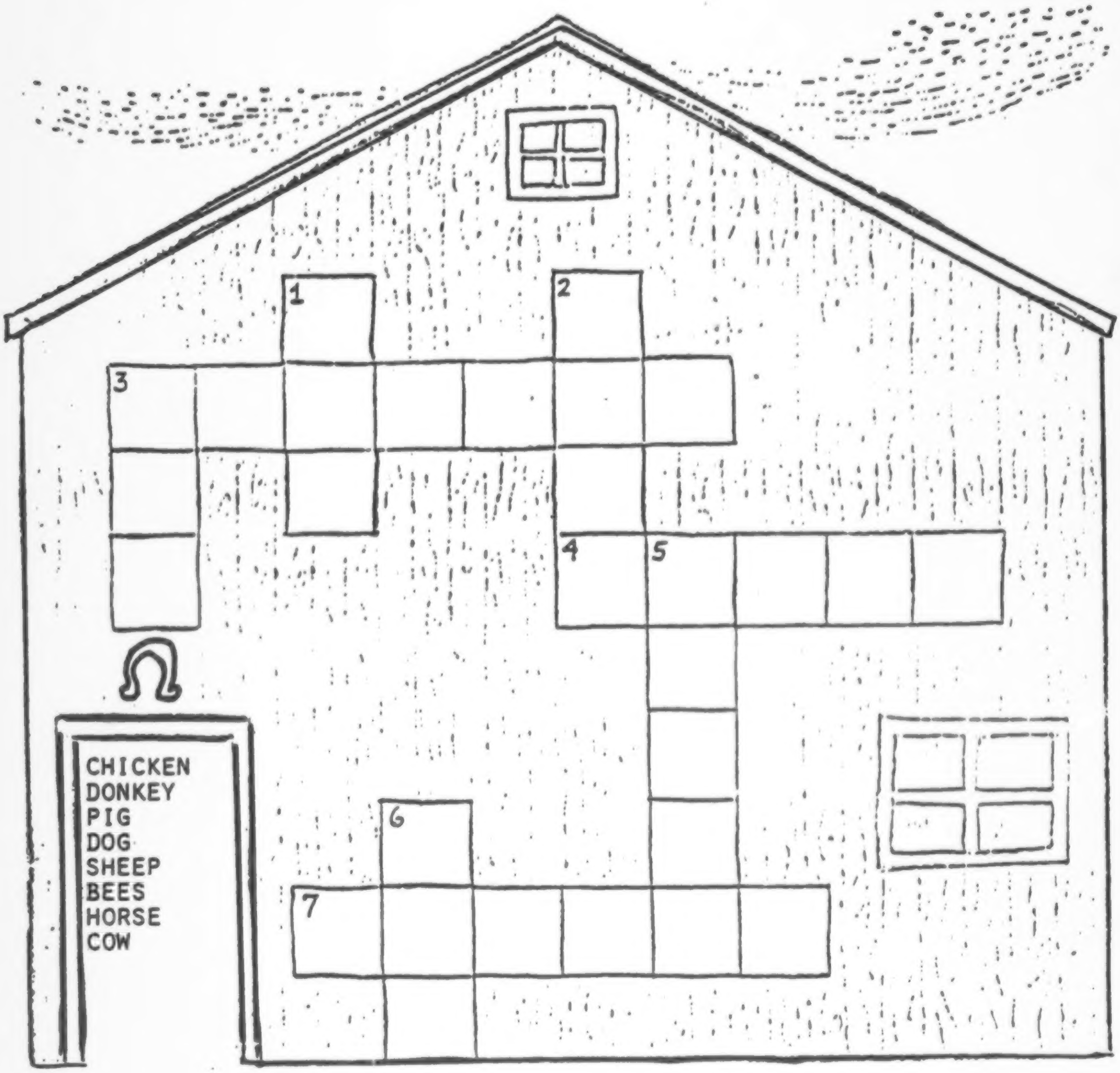
## HOW MANY SYLLABLES DOES EACH WORD HAVE?

Example: lamb 1

pig ___
tractor ___
plow ___
farmer ___
chicken ___
colt ___

seed ___
overalls ___
nanny ___
vegetable ___
garden ___
shovel ___

THESE ANIMALS LIVE ON THE FARM WITH FRED.



CHICKEN
DONKEY
PIG
DOG
SHEEP
BEES
HORSE
COW

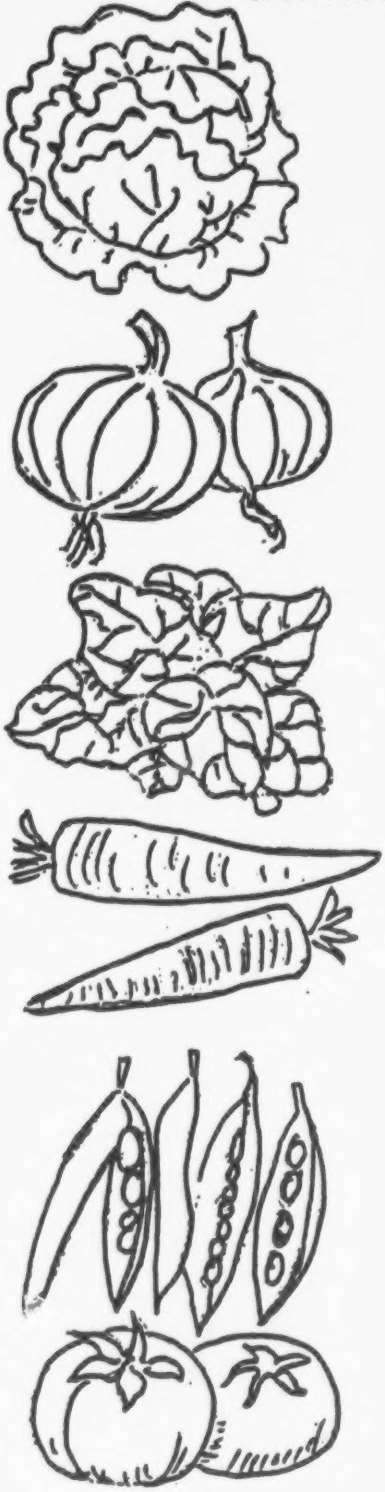
DOWN

1. GIVES BACON.
2. GIVES HONEY.
3. GIVES MILK.
5. GIVES US RIDES.
6. HERDS COWS

ACROSS

3. LAYS EGGS.
4. GIVES WOOL.
7. HAS VERY LONG EARS.

UNSCRAMBLE THESE WORDS TO FIND OUT WHAT VEGETABLES FRED, THE FARMER, GROWS IN HIS GARDEN.



NEABS ____________________

TTULCEE ____________________

MATOESTO ____________________

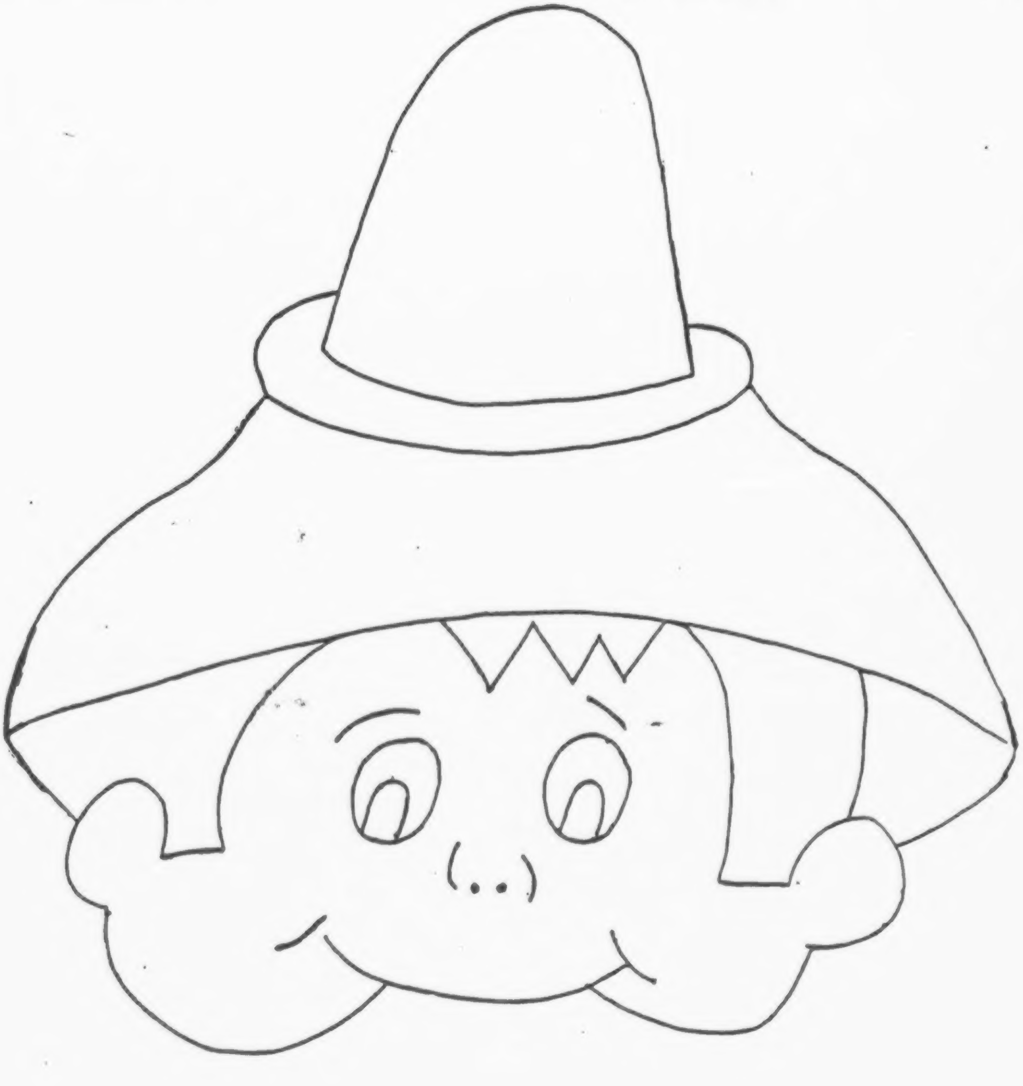
NIONOS ____________________

NAPISCH ____________________

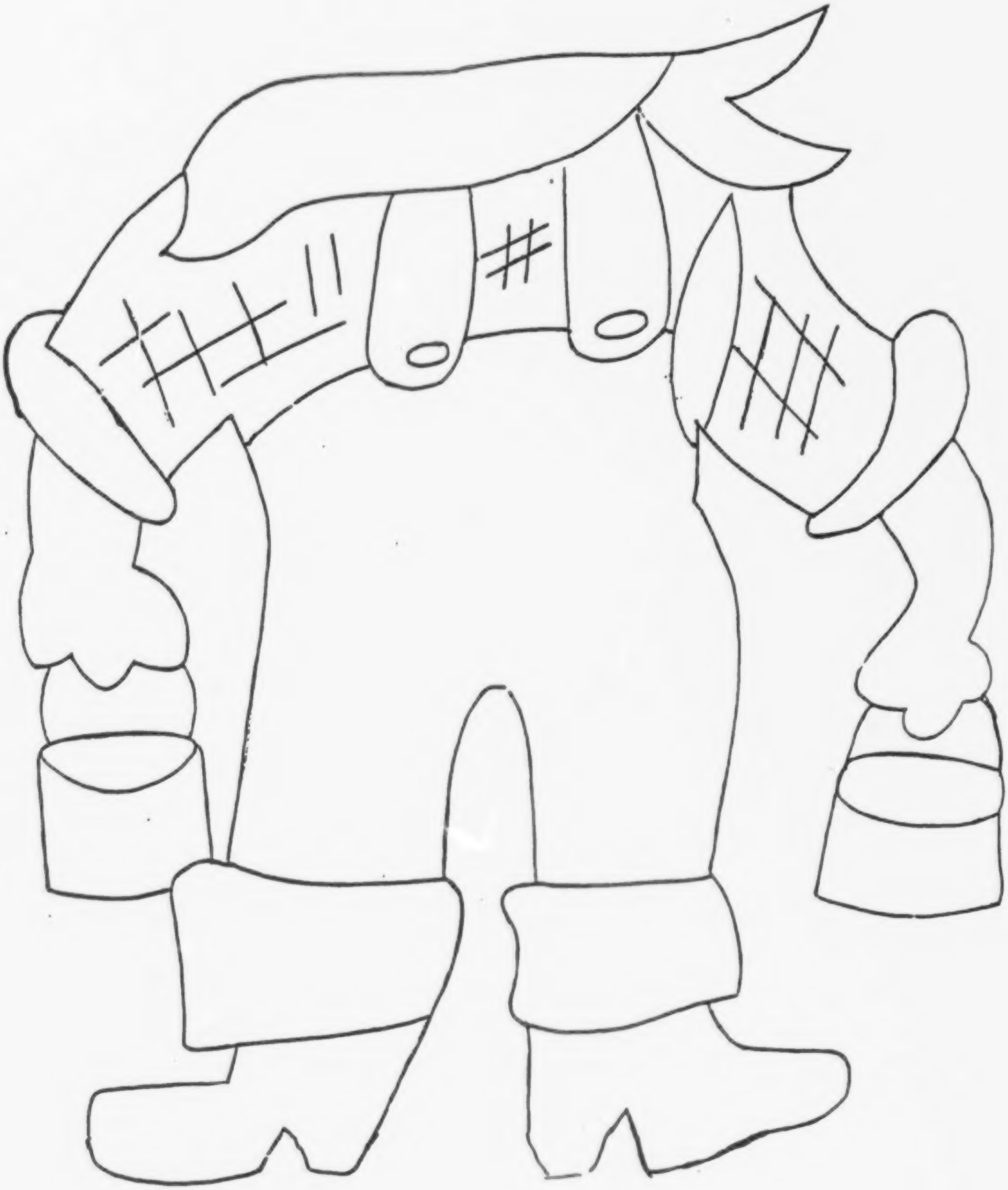
TROCARS ____________________

Pattern for

Fred, the Farmer.



Pattern (continued)
for Fred, the farmer.



## MECCA ACTIVITY PLAN

TITLE: A VARIETY OF OCCUPATIONS SUGGESTED GRADE LEVEL: 1-3
(LA97/SS46)

INFUSION: LANG. ARTS/S. STUDIES LEVEL: AWARENESS/EXPLORATION

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3B) identifying people who produce goods and services they use.

---

Materials:
Activity Sheet A U.S. outline map (one per student)
Paper,pencils, colored pencils/ crayons
Oaktag or large construction paper
Occupational resources such as Occupational Outlook Handbook or Real People at Work Grades 1-3

---

Activities: Teacher Comment:

1. Introduce this activity with comments related to the following:
   a. Variety of occupations and related job titles which exist.
   b. Importance of various occupations to our economy.

2. Ask students to name workers they feel are important to society as a whole. List these on the board.

3. Ask students to decide if any of these occupations are related to specific U.S. regions. Ask them to draw illustrations of workers in occupations which are particular to different parts of the country by locating a job in each region of the country on Activity Sheet A (i.e. fishermen, lumbermill workers, citrus growers, tobacco farmers, car makers,etc.)

(Option)
Repeat the activity on the state level to determine the types of occupations most prevelent in the home state.

---

Evaluation:
Student identification of people who produce goods and services they use.

LA97/SS46-A

190.

## MECCA ACTIVITY PLAN

TITLE: PRODUCERS (SS304) SUGGESTED GRADE LEVEL: 1-3

INFUSION: SOCIAL STUDIES LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3B) identifying people who produce goods and services.

---

Materials:
Activity Page A Producers of Goods or Services
(one per student)
Pencils)

---

Activities: Teacher Comment:

1. Explain basic concepts of producers, goods and services. Distinguish between and give examples of workers who make goods and those who serve other people.

2. Give students Activity Sheet A and sufficient time for completion.

3. Discuss and share reponses students gave to items.

4. Ask students to write a paragraph explaining the difference between producing a product and providing a service.

---

Evaluation:
Student completion of Activity Sheet A and paragraph indicating understanding of the categorization of workers who produce products or who provide services.

# ACTIVITY PAGE

## PRODUCERS OF GOODS OR SERVICES

SOME PEOPLE MAKE THINGS.

THE THINGS THEY MAKE ARE CALLED PRODUCTS OR GOODS.

SOME PEOPLE HELP OTHER PEOPLE.

THIS HELP IS CALLED SERVICE.

IF THESE WORKERS MAKE GOODS, WRITE "G" ON THE LINE.
IF THESE WORKERS SERVE OTHER PEOPLE WRITE "S" ON THE LINE.

____ BUTCHER
____ SECRETARY
____ SINGER
____ NEWSPAPER CARRIER
____ BARBER
____ FARMER
____ NURSE
____ FISHER
____ ELECTRICIAN
____ SHOE FACTORY WORKER
____ FRUIT GROWER
____ FLORIST
____ REPORTER
____ POET
____ MECHANIC

____ LAWYER
____ CHEF
____ HAIRDRESSER
____ TAILOR
____ DAIRY WORKER
____ ARCHITECT
____ BASEBALL PLAYER
____ ARTIST
____ PLUMBER
____ TEACHER
____ MAYOR
____ RADIO BROADCASTER
____ TAXI DRIVER
____ DETECTIVE
____ CLOWN

LANGUAGE ARTS
SPRINGBOARD NO. 3

# MECCA ACTIVITY PLAN

TITLE: PROMISES, PROMISES (SS308) SUGGESTED GRADE LEVEL: 1-3

INFUSION: SOCIAL STUDIES LEVEL: AWARENESS

GOAL 4: WORK HABITS AND ATTITUDES
OBJ. 4.6 Practices positive work habits by (4.6)A) identifying and using basic work habits.

---

Materials:
Writing paper and pencils or drawing paper and crayons

---

| Activities: | Teacher Comment |
|---|---|

1. Begin discussion with students on the topic of being dependable using one of the following examples or an example drawn from the students' personal experiences.

a. Mother says we will go to the zoo on Saturday. When Saturday comes, she is "too busy" to go. How do you feel?

b. Marie has arranged to visit you after school to play. When it is time to go she changes her mind and goes home alone. How do you feel?

c. Jim said he would trade you a baseball picture card you want for one of yours. When you come to school you find he traded it with your best friend. How do you feel?

2. Ask students to generate other ideas and draw out the inference that keeping promises is "being dependable".

4. Ask students to draw a picture of an instance when they kept a promise or write a story about a friend who did not keep a promise and the subsequent consequences.

---

Evaluation:
Student drawing, writing, or discussion indicating understanding that dependability is a basic work habit.

## MECCA ACTIVITY PLAN

TITLE: CREATIVE WRITING (LA56) SUGGESTED GRADE LEVEL: 1-3

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS/EXPLORATION

GOAL 1: SELF AWARENESS
OBJ. 1.4 Identifies personal needs, interests and values by (1.4B) identifying personal likes and dislikes.

---

Materials:
Paper and pencils

---

Activities: Teacher Comment:

1. Present a creative writing assignment by giving students their choice of one of the following topics:

   a. My dreams.
   b. Is school important?
   c. Happy thoughts.
   d. Gloomy thoughts
   e. If I could change one thing in my life, I would__________.
   f. Things I like about my friends.
   g. How I would like to be_____.
   h. Losing my temper.
   i. If I could be something for only one day, I'd be_____.

2. Allow students to share their completed writing with the group. Discuss the students' identification of personal needs, values, and interests.

---

Evaluation:
Fluency and organization of student writing indicating personal likes and dislikes.

# MECCA ACTIVITY PLAN

TITLE: INTEREST COLLAGE (SS2)  SUGGESTED GRADE LEVEL: 1 -3

INFUSION: SOCIAL STUDIES  LEVEL: AWARENESS

GOAL 1: SELF AWARENESS
OBJ. 1.4 Identifies personal needs interests and values by (1.4B) identifying personal likes and dislikes

---

Materials:
Activity Sheet A Template model
Magazines and scissors
Glue, construction paper or oak tag
Crayons or colored pencils

---

Activities:  Teacher Comments:

1. Ask students to find pictures of items they like in the magazines and mount them as a collage on the coat of arms.

2 Students share their collages with each other, noting commonalities and differences.

3. Discuss the importance of identifying one's interests and how such interests may lead to occupations or careers in the future.

---

Evaluation:
Student participation in the activity and identification of interests.

# MECCA ACTIVITY PLAN

TITLE: MY TEACHER (LA29/SS20)      SUGGESTED GRADE LEVEL: 1-3

INFUSION: LANGUAGE ARTS/S.STUDIES  LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements. (8.3A) Describes work done, clothes worn, and tools used by a variety of workers.

---

Materials:
Activity Sheets A-E My Teacher (one per student)
Crayons, scissors, pencils, glue
Paper for writing or drawing.

---

Activities:      Teacher Comments:

1. Encourage conversation about being a teacher and the tools a teacher uses in her/his work.

2. Discuss, including:
   a. Are all teachers women?
   b. Do teachers all do the same things? (Some teach different subjects, but all teach students.)
   c. How necessary is it for teachers to like working with people?
   d. What tools do teachers use? What use is made of these?

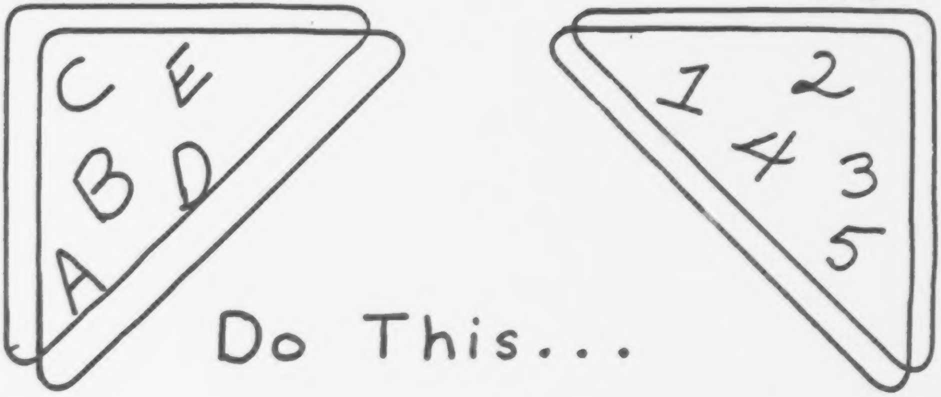
3. Tell students about your duties as a teacher. (When you arrive in the morning, leave in the afternoon, bus duty, playground duty, lesson plans, parent conferences, etc.

4. Ask students to write a short paragraph illustrating the work done, clothes worn, and tools used by their teacher.

5. Use the most applicable Activity Sheets for your students.

---

Evaluation:
The quality of student writing illustrating the work done, clothes worn and tools used by teachers. Quality of completed Activity Sheets.



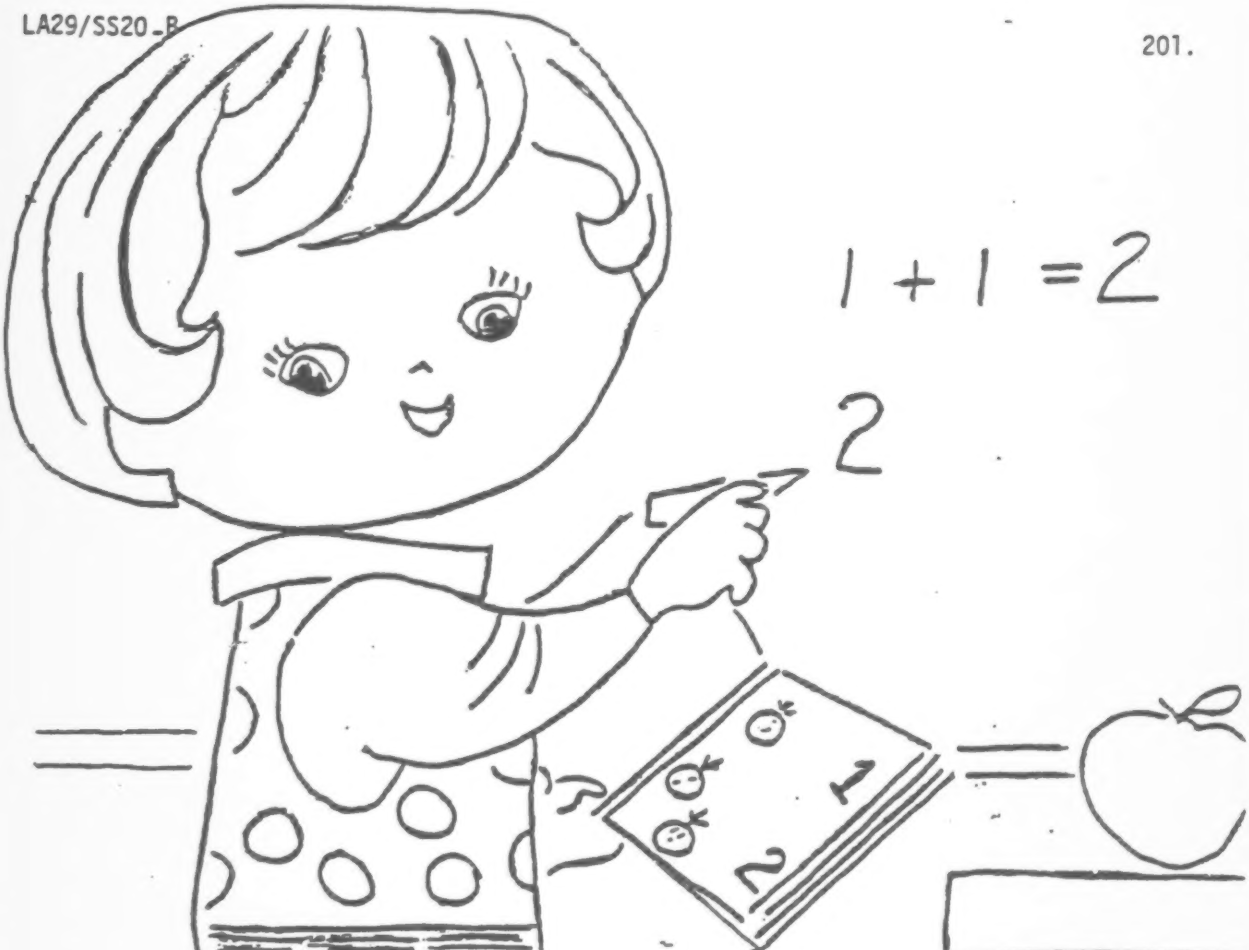
## Do This...

1. Color the teacher and her book.

2. Cut out the teacher and her book.

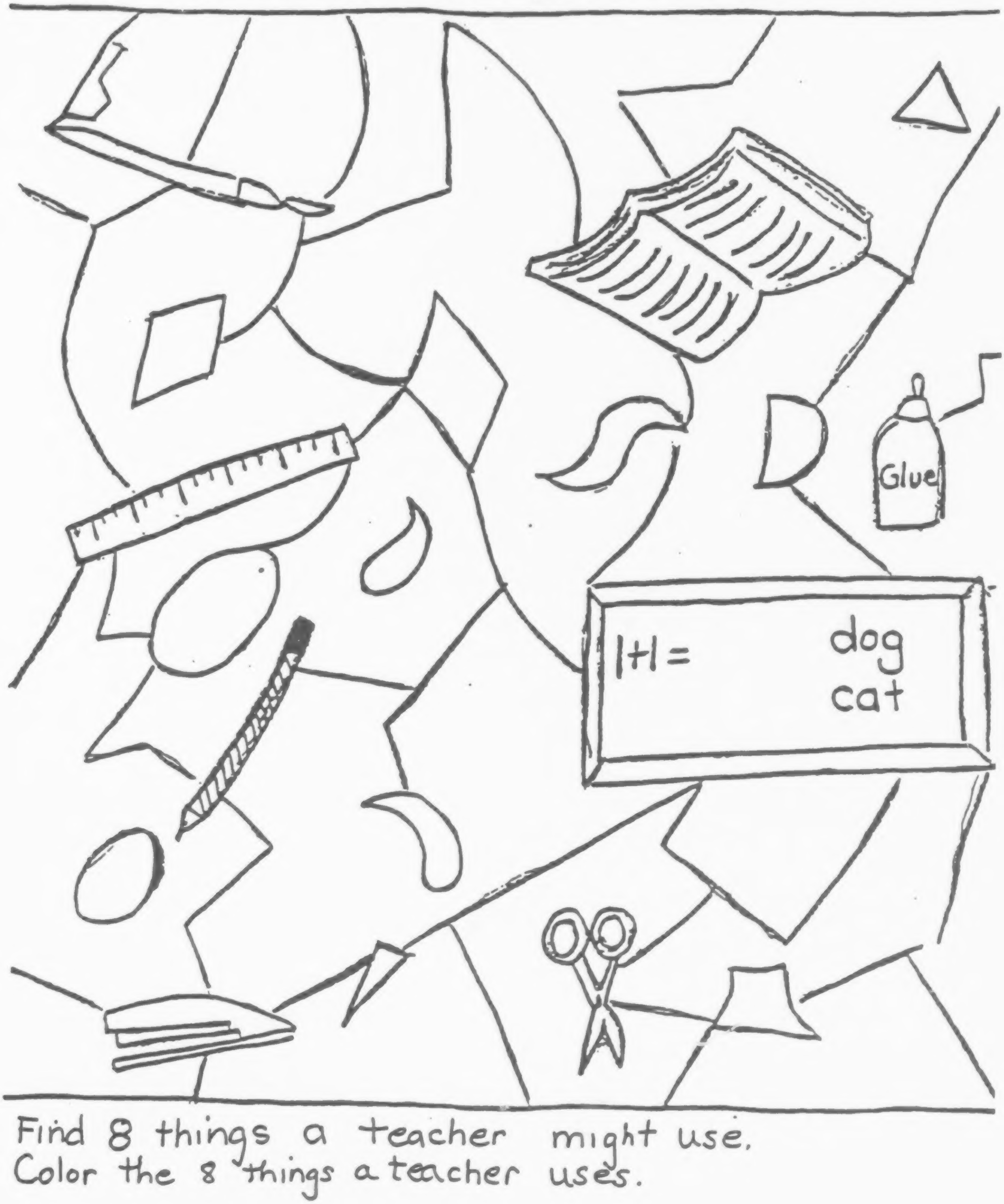
3 Glue the teacher and her book on a large piece of paper.

4. Draw boys and girls near the teacher.


1 + 1 = 2
2
1
2

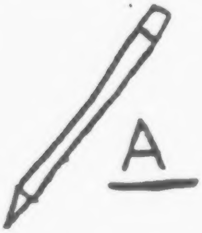
# Scrambled Picture

LA29/SS20-C

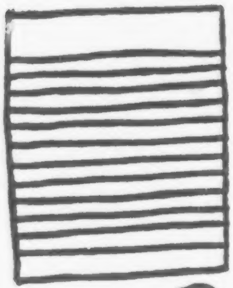

Glue
1+1=
dog
cat

Find 8 things a teacher might use.
Color the 8 things a teacher uses.

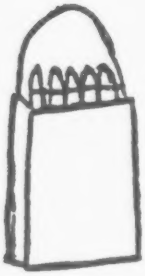
# Tools for a Teacher



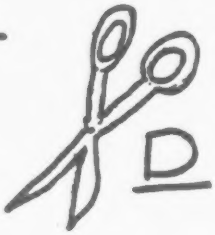
A



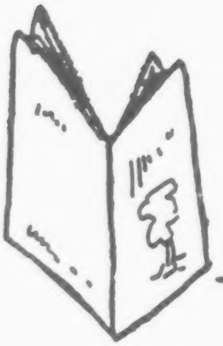
B



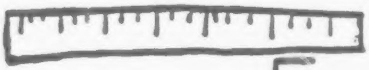
C



D



E



F

__ crayons

__ paper

__ book

__ pencil

__ ruler

__ scissors

Put a letter in front of the word that tells what the picture is.

My
Last Name Is: ____________________

204. LA29/SS20 -E

Find the right word. Circle it and write it in the box.

1. A teacher helps you
(let / learn / like)

2. A teacher can be a lady or a
. (man / made / may)

3. A teacher needs pencils
and . (pat / paper)

4. A teacher uses .
(boats / books / boots)

5. A teacher is your .
(friend / fun / find)

My Name Is: ______________________

## MECCA ACTIVITY PLAN

**TITLE: THE SERVICE STATION ATTENDANT (LA27)** SUGGESTED GRADE LEVEL: 1-3

**INFUSION: LANGUAGE ARTS** LEVEL: AWARENESS

**GOAL 8: CAREER INFORMATION**

OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3A) describing the work done, tools used and clothes worn by a variety of workers.

---

Materials:

Activity Sheets A-E (one per student)
Large sheet of drawing or construction paper (one per student)
Pencils, crayons, scissors, glue

---

Activities: Teacher Comment:

1. Encourage talk about the service station attendant and the environment of the service station.
Ask:
   a. What kind of work is done at your service station?
   b. What kinds of tools are used?
   c. What kind of clothes does the service attendant wear? Why?
   d. What have you seen when you visit the station? What services are performed? What other kinds of information is available? (Hotel information, rest rooms, road maps, tourist brochures.)
   e. What other occupational groups can provide similar services?

2. Use the Activity Sheets which are most appropriate for your group?

(Option) Visit a gas station and observe people who work there. Make a mural of a gas station showing the attendant and cars being serviced as well as other services being performed.

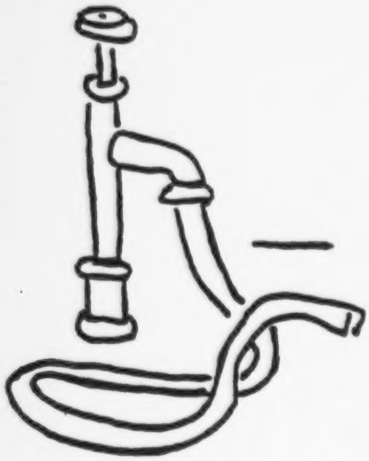
---

Evaluation:

1. Student description of work tone, tools used and clothing worn by the service station attendant.
2. Student understanding skills used in this occupation relating to other occupations.

## WHAT DO YOU SEE AT A SERVICE STATION?

PUT THE CORRECT NUMERAL ON
THE LINE NEAR EACH PICTURE.



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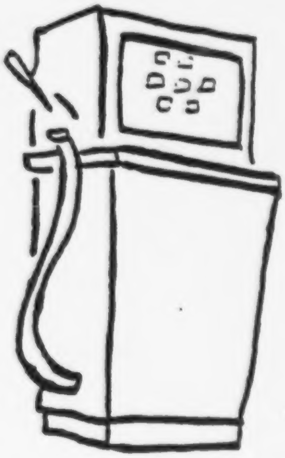
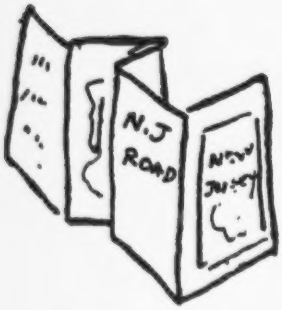
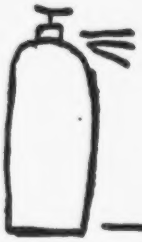


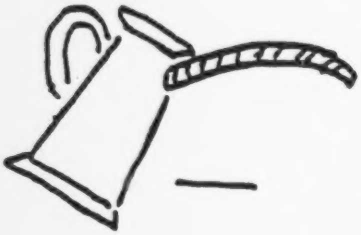
___


N.J
ROAD
NEW
JERSEY

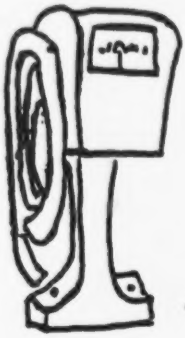
___



___



___

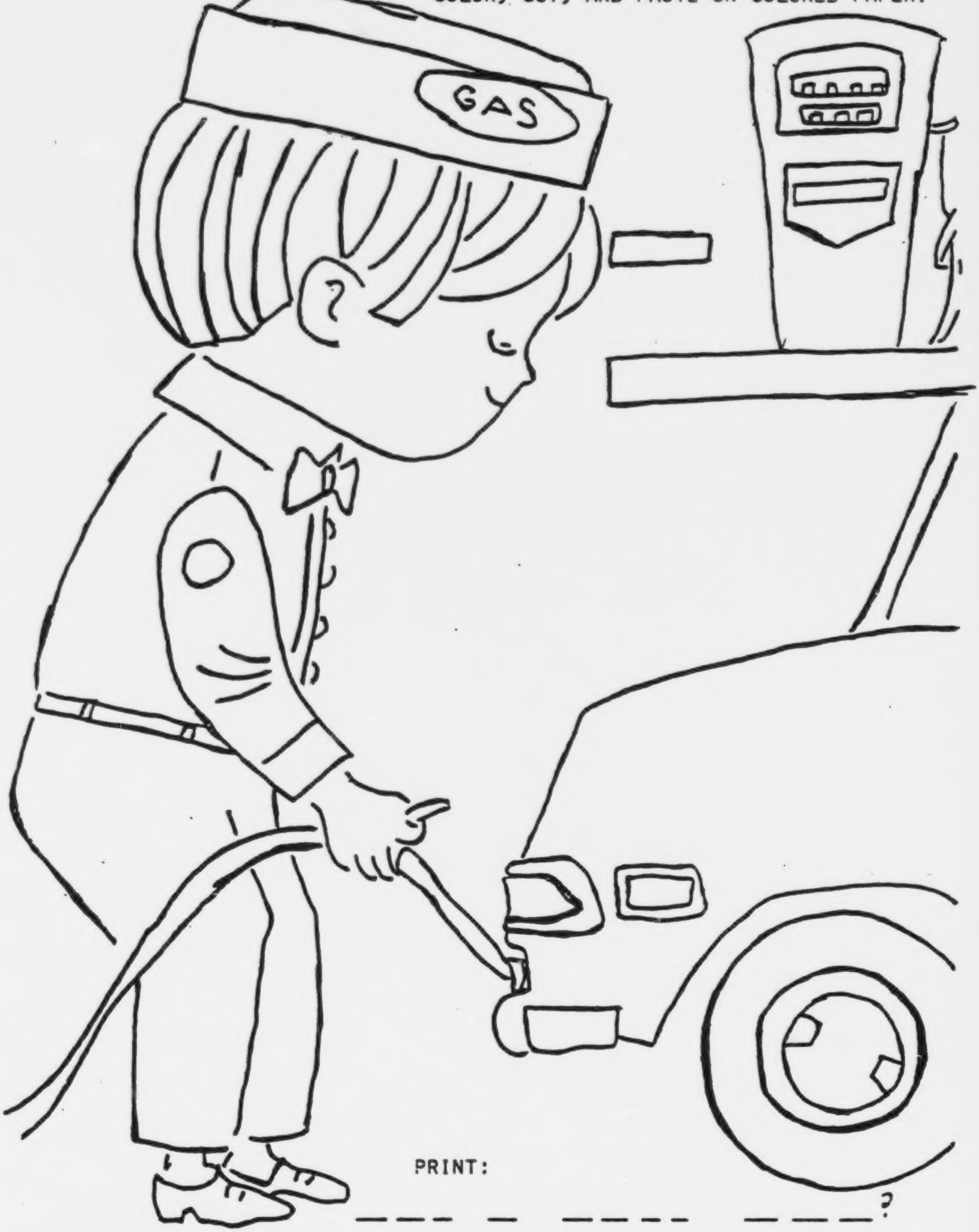


___

1. Water
2. Air
3. Oil

4. Map
5. Gas
6. Glass Cleaner

COLOR, CUT, AND PASTE ON COLORED PAPER.

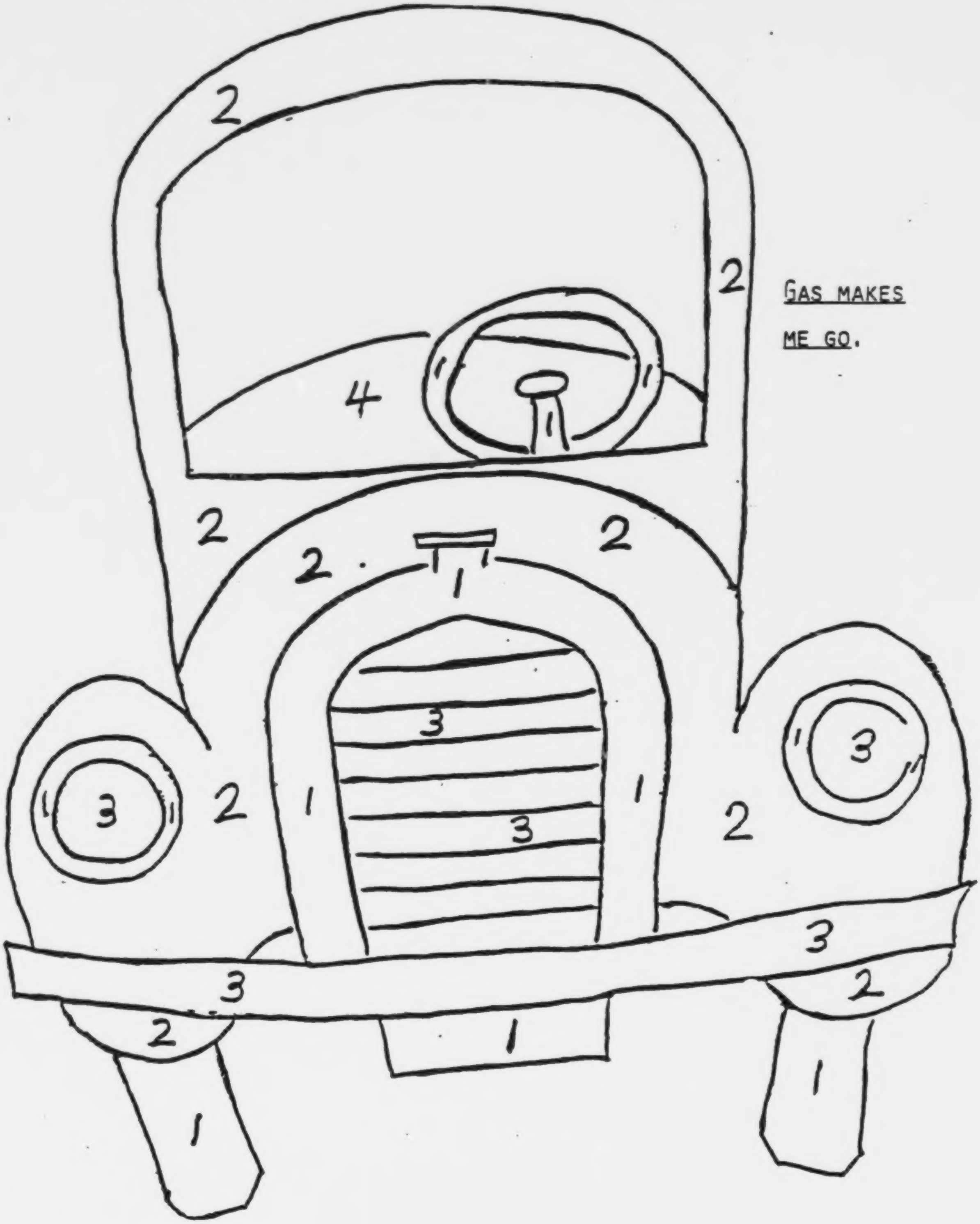


PRINT:

___ _ ____ ___?

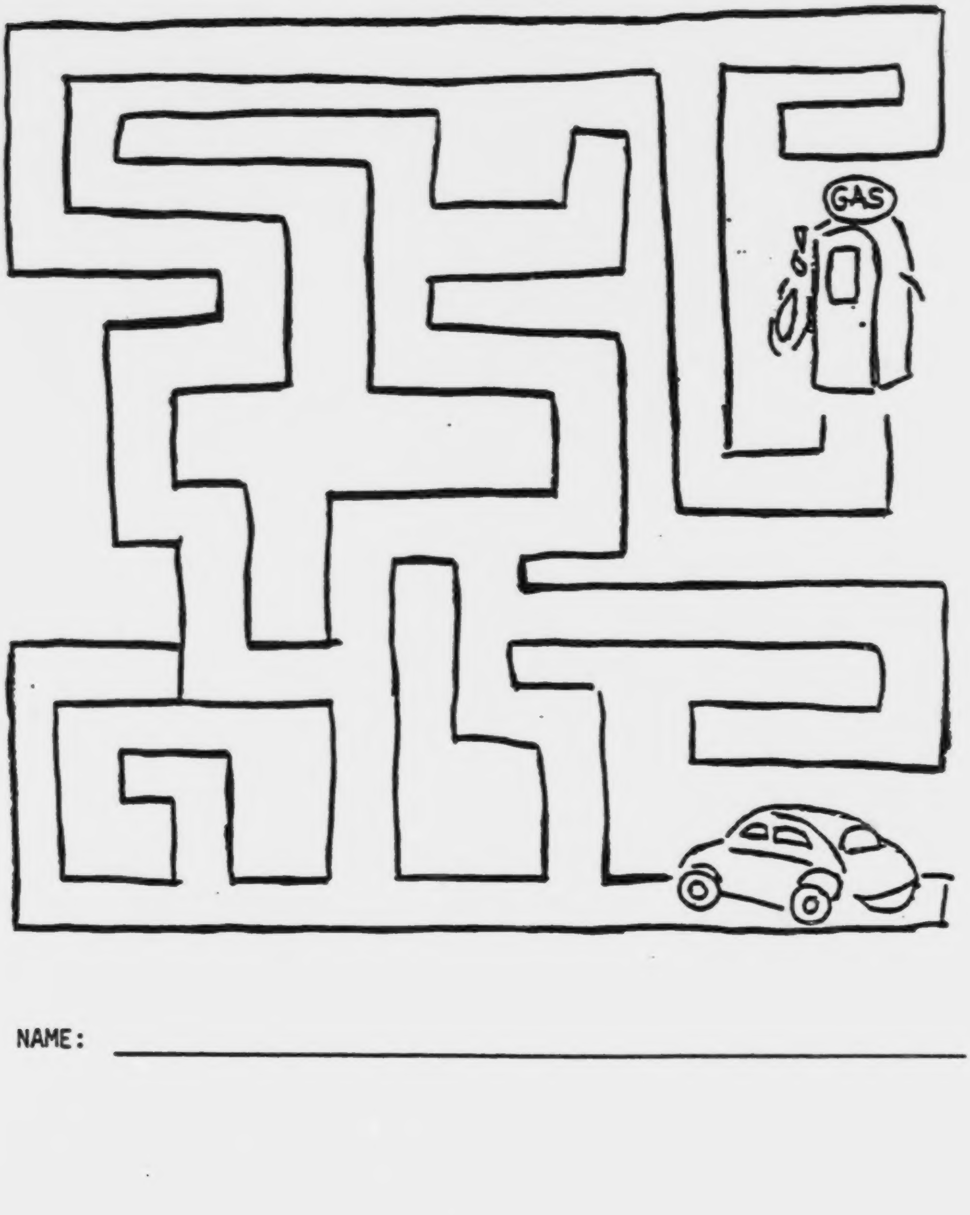
MAY I HELP YOU?

COLOR ME: 1=BLACK; 2=RED; 3=YELLOW; 4=GREEN.

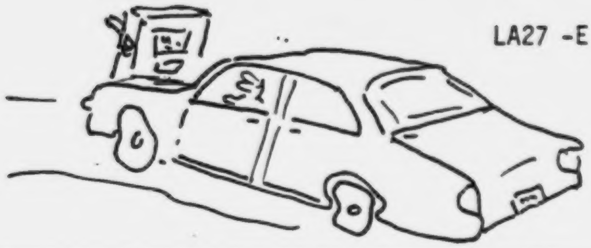

2
2
4
2
2
2
1
3
3
2
1
1
3
2
3
3
3
2
1
2
1
1

GAS MAKES ME GO.

TAKE THE CAR TO GET GAS. USE THE RIGHT ROAD.



NAME: ______________________________



READ AND COMPLETE THESE SENTENCES

1. THIS MAN SELLS ________________ TO PEOPLE.

(MILK; GAS; BOOKS)

2. SOMETIMES WOMEN DO THIS KIND OF ________________.

(WORK; WALK; WEEK)

3. PEOPLE IN THE SERVICE STATIONS SOMETIMES FIX __________TIRES.

(FAT; THAT; FLAT)

4. THEY MAY PUT ____________ IN YOUR CAR.

(OIL; DIRT; BOY)

5. THEY CLEAN YOUR ______________ SO YOU CAN SEE BETTER.

(GRASS; GLASS; MAP)

6. THEY LIKE TO ______________YOU.

(HERE; HOME; HELP)

NAME:________________________________________________________

# MECCA ACTIVITY PLAN

TITLE: HOMEMAKER (MS22/LA86)     SUGGESTED GRADE LEVEL: 1-3

INFUSION: MATH/SCI/LANG. ARTS     LEVEL: AWARENESS/EXPLORATION

GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER
OBJ. 6.2 Relates specific school experiences to job requirements by (6.2A) identifying skills needed for tasks.

---

Materials:
Activity Sheets A-G (one packet per student)
pencils, crayons, colored pencils

---

Activities: Teacher Comments:

1. Begin a discussion of who is and what constitutes a "homemaker". List the jobs of the homemaker on the board as students generate ideas.

2. Discuss the skills needed in homemaking as related to school subject matter (i.e. making lists, reading labels, figuring prices at the grocery store, etc.)

3. Use the Activity Sheets, as appropriate, for work in math, reading, spelling, art, science, and language arts.

---

Evaluation:
Student understanding of career implications in homemaking and the relationship of homemaking jobs to skills learned in school.

## Spelling for Homemakers

Test yourself:

Look at each word and symbol. Try to remember how the letter in the word look and in which order the are placed. Then, cover the word and write it on the line next to the symbol.

1. Spoon ____________________
2. homemaker ____________________
3. iron ____________________
4. clean ____________________
5. family ____________________
6. kitchen ____________________
7. decorate ____________________

Now, use a spelling word in each of the following sentences.

1. A homemakerworks for the ____________________
2. A homemaker would use a ____________ to stir something.
3. A homemaker would wash and ____________ clothes.
4. The ____________________makes home a happy place.
5. A homemaker keeps the house ________________.
6. Working in the ________________is one of the jobs.
7. A homemaker might ____________________ a cake.

MS22/LA86-B

## WRITING FOR HOMEMAKERS

This homemaker is going to have a birthday party for her little boy. Please help her fill out this invitation. It is a birthday party to be held on Saturday, May 13 from 2:00 to 4:00 p.m. It will be at 602 East 7th Street. The party is for Jamie Kime. Don't forget to sign his name. Address the envelope to YOU!

COME TO A
GR-R-REAT PARTY

Date ______________________

Time ______________________

Place ______________________

______________________

______________________

Please Come!

HAPPY
BIRTH-
DAY

# MATH FOR HOMEMAKERS

1. A homemaker made five dozen cookies for her family. How many cookies did she make?

_________________ Answer

2. One homemaker has three children and a husband. She is frying chicken for their dinner. She will fix three pieces of chicken for each child, two for herself, and four for her husband. How many pieces of chicken will she cook?

_________________ Answer

3. The homemaker took the ironing to have it done. She had thirteen pieces of clothing to be ironed. Each piece will cost 10¢. How much will the ironing cost?

_________________ Answer

4. The homemaker went to the grocery store to buy a few groceries. Help her add her grocery bill. Eggs: 68¢, Milk: 89¢, Bread: 75¢, and Apples: $1.50.

_________________ Answer

5. Homemakers pay the bills for their families. The telephone bill was $8.72. The homemaker gave the people at the telephone company $10.00. How much change did she get?

_________________ Answer

6. The children need money to buy lunch tickets. There are two children and each needs five tickets. The tickets are 50¢ each. How much money will it cost for both children?

_________________ Answer

# READING FOR HOMEMAKERS

Homemakers use the telephone a great deal as they do their work. They must know how to use the telephone book. Use a telephone book and help the homemaker find the following numbers.

1. Doctor ____________________
   (name of doctor)
   ____________________
2. T.V. Repairperson ____________________
   (name of person)
   ____________________
3. A friend ____________________
   (name of friend)
   ____________________
4. Child's school ____________________
   (name of school)
   ____________________
5. Newspaper Office ____________________
6. Police ____________________
7. Ambulance ____________________
8. A bank ____________________
   (name of bank)
   ____________________
9. Cinema Theatre ____________________
10. A Beauty Salon ____________________
   (name of salon)
   ____________________

Number 1 to 10 to indicate which name you would find first, second, etc. in the telephone book.

____ Johnson

____ Jones

____ Armstrong

____ Baker

____ Brown

____ Townsend

____ Turner

____ Cramer

____ Cook

____ Farmer

# SCIENCE FOR HOMEMAKERS

Making sure that the family eats well is the job of the homemaker. The homemaker needs to understand about the four food groups. Help plan the menu for this homemaker.

## BREAKFAST

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

## LUNCH

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

## DINNER

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

The person who planned this menu is ______________________________

This homemaker wants to decorate a bedroom for a child. Please help do this.
Maybe, you can pretend it is your bedroom

MS22/LA86 -F

## ART FOR HOMEMAKERS

Homemakers help to make homes pretting inside and out. Draw a house and "plant" flowers, trees, and shrubs around the house to make it look pretty.

# MECCA ACTIVITY PLAN

**TITLE: LA SPRINGBOARD (LA91)** **SUGGESTED GRADE LEVEL: 1-3**

**INFUSION: LANGUAGE ARTS** **LEVEL: AWARENESS**

**GOAL 8: CAREER INFORMATION**
**OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3A) describing work done, clothes worn and tools used by a variety of workers.**

---

**Materials:**
Activity Sheet A
Pencils
Manilla paper

---

**Activities:** **Teacher Comment:**

1. Talk about the tools associated with the various workers on the Activity Sheet.

2. Give the Activity Sheet A to students for completion.

3. Discuss responses with the group.

4. Students fold a sheet of manilla paper in quarters and draw a picture of one occupational person and their tools being used from each section of the Activity Sheet, labeling them with the correct occupational title.

---

Evaluation:
Student completion of activity sheet correctly identifying tools used in various occupations; student drawing indicating understanding of occupations and tools.

# ACTIVITY PAGE

WRITE THE LETTER OF THE TOOL ON THE LINE BEFORE THE WORKER WHO USES THE TOOL.

---

1.____DENTIST
2.____BARBER
3.____DOCTOR
4.____TEACHER
5.____PAINTER

A. PILLS
B. COMB
C. BOOK
D. PAINT BRUSH
E. TOOTH BRUSH

---

6.____CARPENTER
7.____FARMER
8.____FLORIST
9.____ARTIST
10.____MAIL CARRIER

A. SEEDS
B. FLOWER POTS
C. LETTERS
D. PAINT
E. HAMMER

---

11.____GROCER
12.____HAIRDRESSER
13.____GARBAGE COLLECTOR
14.____HOMEMAKER
15.____LAWYER

A. WASHING MACHINE
B. HARD HAT
C. CASH REGISTER
D. CURLERS
E. BOOKS

---

WHAT TOOLS DO YOU WANT TO USE WHEN YOU GROW UP? DRAW THEM.

## MECCA ACTIVITY PLAN

TITLE: UNIQUE AUTOBIOGRAPHY (LA15) SUGGESTED GRADE LEVEL: 1-3

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

GOAL 1: SELF AWARENESS
OBJ. 1.2 Exhibits a positive self concept as indicated by (1.2A) describing and accepting one's own characteristics.

---

Materials:
Ink stamp pad
Yardstick and scales
Paper, pencils, stapler, magic markers, crayons

---

Activities: Teacher Comments:

1. Talk with students about the characteristics which make each person unique.

2. Ask students to stand in front of a mirror and examine themselves prior to drawing and writing. Use this as a planning time for students to think about their own unique characteristics.

3. Ask students to draw a picture of themselves and write an "autobiography" which includes their thumbprint, footprint, favorite color, favorite food, names of family members, pets, list of home and school responsibilities, ways leisure time is spent, etc.

4. Ask those students who wish to do so to share their "autobiography" with others in the group. Look for commonalities and differences among students and point out the uniqueness of individuals.

---

Evaluation:
Student completed autobiography describing unique self-characteristics.

## Unique Autobiography

Prewriting time: Fill in the blanks as a way of thinking about all the things you like or do.

1. My thumbprint:

________________ Left ________________ Right

2. I like:

   a. My favorite color is:______________________________

   b. My favorite food is:______________________________

   c. My favorite game/sport is:__________________________

3. The People in my family are: __________________________

__________________________

__________________________

__________________________

4. Pets I have, or have known: ___________________________

________________________________________________________

________________________________________________________

5. A pet I would like to have is:__________________________

6. I do things for my family. Some of the things I do are:

________________________________________________________

________________________________________________________

________________________________________________________

# My Autobiography

Name: ______________________________

# MECCA ACTIVITY PLAN

TITLE: BABY WANTS (SS13)    SUGGESTED GRADE LEVEL: 1-3

INFUSION: SOCIAL STUDIES    LEVEL: AWARENESS

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING
OBJ. 7.2 Evidences economic understanding by (7.2A) describing needs and wants in terms of supply and demand.

---

Material:
Pictures of babies on pages torn from magazines
Construction paper
Paper and pencils
Glue and scissors

---

Activities:    Teacher Comment:

1. Distribute magazine pictures to students. Ask them to choose a picture, cut it out and glue it on a piece of construction paper.

2. Discuss the needs of a baby in terms of food, shelter, clothing, love. Discuss limits of providing these things for the baby and the differences between needs and wants for an older child.

3. Generalize these needs to those of all people and the limits that are imposed by the supply of money. Establish that money earned by working can be used to meet the needs and some wants of people.

4. Ask students to list under each picture the needs of the baby they discussed. On the back of the paper on which the picture is glued, ask students to write the needs and wants of the growing child. i.e.

The Growing Child

| Needs | Wants |
|---|---|
| ____________ | ____________ |
| ____________ | ____________ |

---

Evaluation:
1. Student participation in developing wants and needs and understanding of supply and demand.
2. Student listing of needs and wants of the growing child.

## MECCA ACTIVITY PLAN

TITLE: WORK HABIT CONTRACT (LA24)    SUGGESTED GRADE LEVEL: 1-3

INFUSION: LANGUAGE ARTS    LEVEL: PREPARATION

GOAL 4: WORK HABITS AND ATTITUDES
OBJ. 4.6 Practices positive work habits by (4.6B) identifying, valuing, and practicing work habits such as honesty, dependability, and punctuality.

---

Materials:
Activity Sheet A  Contract (one per student)
Pencils and paper
Chalkboard and chalk

---

Activities:    Teacher Comment:

1. Define positive work habits and explain the concepts of honesty, dependability and punctuality. Ask students to give examples of each concept in terms of school behavior.

2. Ask students to list positive and negative types of work habits in school. Write these on the chalkboard under headings "negative" and "positive".

3. Ask students to copy these items from the chalkboard and check those items they do well.

4. Give Activity Sheet A to students.

5. Ask them to choose one or more items from the board that they did not list on their paper as doing well.

6. Talk with students about what they might put into a contract. Ask each to complete a contract for a limited amount of time.

7. At the designated time ending of the contract, ask each student to report the number of items completed during the period of the contract.

---

Evaluation:
Student examples of work habit concepts; correctly completed contract and willingness to work toward contract completion.

THIS WEEK (________________)
I PROMISE TO DO A
BANG-UP JOB AT SCHOOL;
I WILL TRY MY BEST
TO FINISH THESE JOBS:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

MY NAME ________________________

## MECCA ACTIVITY PLAN

TITLE: SKILLS AND FUN (SS306)  SUGGESTED GRADE LEVEL: 1-4

INFUSION: SOCIAL STUDIES  LEVEL: AWARENESS

GOAL 10: LEISURE PREFERENCES AND PERSONAL RESPONSIBILTY
OBJ. 10.3 Is able to participate in individual and group leisure activities by (10.3A) naming activities done alone or in groups during leisure time and 10.B3B) identifying ways to expand personal interests.
OBJ. 10.4 Relates the role of leisure to careers by (10.4 B identifying how skills learned in school can be applied to leisure activities.

---

Materials:
Activity Sheets A  School Learned Skills (one set per student)
Pencils
Chalkboard and chalk

---

Activities:  Teacher Comment:

1. Brainstorm with students the kinds of activities they like to do for fun both in and out of school. List these on the board.

2. Use Activity Sheet A for students to make their own personal list of activities and mark those done alone or with other people.

3. Ask students to share their ideas from Activity Sheet A with the group. Develop this further in discussion of which of these activities relate to school-learned skills ( i.e. working together; reading; writing; arithmetic; listening to others; problem solving; reporting to groups; respecting others, etc.)

4. Summarize by reinforcing the concept that school-learned skills are beneficial as a basis for in and out of school activities.

---

Evaluation:
1. Student discussion and lists of leisure activities identified as done alone or in groups and personal identification of ways to expand personal interests.
2. Student discussion indicating skills learned in school can be applied to leisure activities.

## School Learned Skills

1. These are 8 things I do for fun in and out of school.

2. Now that you have listed 8 things you do for fun,

   a. Mark those you do alone with an "A".

   b. Mark those you do with others with an "O".

3. We do lots of things for fun, but some things we have not tried for one reason or another. On the lines below list three things you'd like to do for fun which you have not yet tried to do.

4. Think about this. Do any of the things you do, or would like to do for fun, have anything to do with the things you learn in school? In what ways?

## MECCA ACTIVITY PLAN

**TITLE: IN AND OUT OF SCHOOL (LA303) SUGGESTED GRADE LEVEL: 1-4**

**INFUSION: LANGUAGE ARTS LEVEL: AWARENESS**

**GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER**
OBJ. 6.1 Identifies career implications of school experiences by (6.1A) identifying ways in which things learned in school relate to other personal activities and interests.
OBJ. 6.2 Relates specific school experiences to job requirements by (6.2 A) identifying skills needed for tasks and (6.2B) Identifies skills of workers that were learned in school.
OBJ. 6.3 Develops an educational plan to address career choice by recognizing how things learned in school benefit one now and in the future.

---

Materials:
Activity Sheet A (grades 1 on) (one per student)
Pencils

---

Activities: Teacher Comment:

1. Generate from students a list of activities they do both in and out of school. List these on the board.

2. Ask students what we can learn from these activities and what do we need to know to be able to do these activities.

3. Students grades 1-4 use the Activity Sheet to list their own personal list of in and out of school activities and their relation to school subjects. Younger children are asked to participate in an experience chart on the same topic.

4. Students share Activity Sheet lists with others; Kindergarten students review the experience chart and develop art projects based on the idea that school subjects prepare one for occupations.

---

Evaluation:
Student discussion and Activity Sheet indicating understanding of how personal activities, interests, and skills relate to occupations.

## DIRECTIONS: In and Out of School Skills

A. On the top half of the paper, write in skills learned in school and jobs that use these skills.
B. On the bottom half of the paper, write in skills learned out of school and jobs that use these skills.
C. Circle all skills you can find that you use.

---

**A. Activities in School** ........ **Jobs Which Use These Skills**

Ex. Add and subtract numbers........Ex. Grocer does weigh apples

1. ______________________ ........ ______________________ does ______________________

2. ______________________ ........ ______________________ does ______________________

3. ______________________ ........ ______________________ does ______________________

4. ______________________ ........ ______________________ does ______________________

5. ______________________ ........ ______________________ does ______________________

---

**B. Activities Outside School** ........ **Jobs Which Use These Skills**

Ex. Organize a pirate game.........Drama teacher does organize school plays

1. ______________________ ........ ______________________ does ______________________

2. ______________________ ........ ______________________ does ______________________

3. ______________________ ........ ______________________ does ______________________

4. ______________________ ........ ______________________ does ______________________

5. ______________________ ........ ______________________ does ______________________

C. CIRCLE all the "skills" you can find on the page that you use.

# MECCA ACTIVITY PLAN

TITLE: CODED TASKS (LA78/SS36)     SUGGESTED GRADE LEVEL: 1-4

INFUSION: LANG. ARTS/S. STUDIES     LEVEL: AWARENESS/EXPLORATION

GOAL 3: DECISION MAKING
OBJ. 3.7: Sets and carries out short and long range goals by (3.4A) planning daily work tasks and (3.7B) weekly work tasks.
GOAL 5: COMMUNICATION AND COMPUTATION SKILLS
OBJ. 5.1: Develops listening skills through (5.1B) use.
OBJ. 5.6: Relates computational skills to careers by (5.6A) indicating situatons in which computational skills are used.
GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER
OBJ. 6.4: Relates personal skills to subjects learned in school by (6.4A) showing how personal skills contribute to success in school.

---

Materials:
Activity Sheet A, B Coded Tasks
Pencils

---

| Activities: | Teacher Comments: |
|---|---|

1. Ask students to write lists of all the activities they did yesterday and would like to do tomorrow.

2. When students complete their lists, ask them to mark items which require:
   a. personal skills.
   b. skills of reading writing and speaking.
   c. math skills.

3. Ask students to summarize their findings by writing a paragraph stating the contribution of personal or academic skills to everyday living. In this paragraph, identification will be made of:
   a. skills and activities in which it is used.
   b. school subject matter skill represents.
   c. long/short range use for skills.

---

Evaluation:
Student summary paragraph indicating skills, relationship to school subject matter, and short and long range goals for skill use.

## Coded Tasks

DIRECTIONS: List as many activities as you can under each heading.

THE THINGS I DID:

| Yesterday | Today | Tomorrow |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

## Coded Tasks (pg. B)

DIRECTIONS: Now you have listed tasks done over time, mark each in the following way.

P = A personal task

W = A task involving writing

L = A task involving listening

R = A reading task

S = A task involving speaking

M = A task involving math.

FURTHER DIRECTIONS: Now, write a short statement telling how these skills were used, subject matter it respresents, and some long/short term use for these skills.

## MECCA ACTIVITY PLAN

TITLE: FORTUNE TELLING (LA64)      SUGGESTED GRADE LEVEL: 1-6

INFUSION: LANGUAGE ARTS      LEVEL: AWARENESS/EXPLORATION

GOAL 1: SELF AWARENESS
OBJ. 1.4 Identifies personal needs, interests and values by (1.4A) listing most and least favorite things and (1.4B) identifying likes and dislikes.
GOAL 8: CAREER AWARENESS
OBJ. 8.1 Uses knowledge of personal values, interests, needs, limitations to explore career options by (8.1B) being able to describe needs and interests that are compatible with or conflict with some occupations.

---

Materials:
Activity Sheet A  Fortune Telling Questionnaire (one per student)
Paper and pencils

---

Activities:      Teacher Comment:

1. Ask students to fill in the questionnaire without putting their names on it.

2. When students have completed the questionnaire, scramble the order in which they were turned in and give them to students again, making certain that no on has his own questionnaire.

3. Ask students to read the sheets and make a suggestion as to what this student might choose as an occupation in the future. Ask them to write this as a "fortune to be told" on the paper.

4. Ask students to read the fortunes they wrote and the remainder of the group listen and try to guess when their fortune is read. The person who's fortune it is may be able to agree or disagree with the fortune.

---

Evaluation:
Student ability to match career options to student needs, interests, and values by developing "fortunes" for others.

==================================================================

## Fortune Telling Questionnaire

Directions: Answer each question as honestly as you can. When you come to the end of the questions above the line, STOP, AND YOUR TEACHER WILL COLLECT THE PAPERS.

1. In may spare time, I like to ________________________________

_______________________________________________________________.

2. I have the skills of __________,_______________,____________.

3. In school I like to _________________________________________.

4. I like to work (circle one) inside/outside because __________

_______________________________________________________________.

5. I (circle one) do, or do not like to talk in front of a lot of people because ___________________________________________________

_______________________________________________________________.

6. I like to exercise doing ____________________________________

_______________________________________________________________.

7. I like to use my brain to ___________________________________

_______________________________________________________________.

8. Three famous people I like are: ____________________________,

_______________________________, ______________________________.

9. Three jobs I'd like to do are: _____________________________,

_________________________________,______________________________.

10. I'd like to (circle one) Elementary School; High School; College; Vocational School.

STOP! GIVE YOUR PAPER TO YOUR TEACHER.

A fortune for this person is:

(You may continue on the back of your paper.)

==================================================================

# MECCA ACTIVITY PLAN

TITLE: WHO'S WORKING (SS89)        SUGGESTED GRADE LEVEL: 2-3

INFUSION: SOCIAL STUDIES        LEVEL: EXPLORATION/PREPARATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS
OBJ. 5.2 Uses writing and speaking skills effectively by (5.2A) applying verbal and writing skills
OBJ. 5.4 Uses objective and critical thinking by (5.4A) asking questions to gain information needed in solving problems.
GOAL 7: SOCIO-THCHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDINGS
OBJ. 7.5 Is aware of the need to eliminate sex bias and the need to compensate for the effects of sex role stereotyping by (7.5A) illustrating men and women can do similar kinds of work.
GOAL 10: LEISURE PREFERENCES AND PERSONAL RESPONSIBILITY
OBJ. 10.6 Participates as a responsible member of the family by (10.6A) describing family members and their roles and (10.6B) identifyng ways in which the family contributes to society.

---

Materials:
Activity Sheet A
Pencils

---

| Activities: | Teacher Comment: |
|---|---|
| 1. Ask students to name their family members and other people they know and the occupations they have; list these on the board. | |
| 2. Generate from students a list of questions they might wish to ask of these individual, such as those listed on Activity Sheet A. | |
| 3. Discuss interview procedures. | |
| 4. Ask students to interview at least 2 people using Activity Sheet A as a guide. | |
| 5. At a follow-up session, ask students to report their findings either verbally or in a written form. | |

---

Evaluation: Student presentation of verbal or written contribution to society and that men and women do similar kinds of work.

================================================================

## Work Interview

Directions: You will want to interview two people about these items. Remember, an interview is an exchange of information; therefore, you will want to tell the person interviewed the reason for the interview and the use you will make of the information.

Items for the interview:

1. Full name of the person interviewed______________________________

_____________________________________________________________.

2. Occupation and location of work__________________________________

_____________________________________________________________

_____________________________________________________________.

3. What is the person's job title?_________________________________

_____________________________________________________________.

4. What does the person actually do on the job?____________________

_____________________________________________________________

_____________________________________________________________.

5. How many hours do they work each week?__________________________.

6. What do they like or dislike about the work?____________________

_____________________________________________________________

_____________________________________________________________.

7. What kind of training or education did they need to do this work?_______________________________________________________

_____________________________________________________________.

================================================================

## MECCA ACTIVITY PLAN

TITLE: FEELING ABOUT SELF AND AND OTHERS (LA60)
SUGGESTED GRADE LEVEL: 2-3

INFUSION: LANGUAGE ARTS
LEVEL: AWARENESS

GOAL 2: INTERPERSONAL SKILLS
OBJ. 2.1 Demonstrates awareness of the effect of self on others through (2.1A) being aware of feelings about self and others.

---

Materials:
Paper and pencils
Activity Sheet A Thought Starters (one per student)

---

Activities:

Teacher Comment:

1. Give students Activity Sheet A and ask them to complete the sentences by filling in the blanks.

2. Divide the group into pairs of students. Ask each pair to write a story together using one of the completed statements.

3. Allow time for the pairs of students to read their stories to the class.

---

Evaluation:
Student writing indicating awareness of feelings about self and others.

==================================================================

## Thought Starters for Self and Others

1. When I am with a friend, I feel ______________________________

   and I usually ___________________________________________.

2. When I am alone, I feel ________________________________________

   and I usually ___________________________________________.

3. When I meet someone new, I feel ______________________________

   and I usually ___________________________________________.

4. When I am with my family, I feel _____________________________

   and I usually___________________________________________.

5. When I don't know what I want to do, I usually feel

   ____________________________________________________________

   and I usually___________________________________________.

6. When I am with people older than I am, I feel

   ____________________________________________________________

   and I usually___________________________________________.

7. When I am with people younger than I am, I feel

   ____________________________________________________________

   and I usually___________________________________________.

8. When I have a problem I can't solve, I feel ________________

   ____________________________________________________________

   and I usually___________________________________________.

==================================================================

## MECCA ACTIVITY PLAN

TITLE: SAFETY STORIES (LA80/SS38) SUGGESTED GRADE LEVEL: 2-3

INFUSION: LANG. ARTS/S.STUDIES LEVEL: AWARENESS

**GOAL 4: WORK HABITS AND ATTITUDES**
**OBJ. 4.5 Uses health and safety habits by (4.5B) describing basic safety procedures.**

---

Industrial magazines - torn out pages showing safety rules being observed
Scissors and glue
Oaktag and pencils
Chalkboard and chalk

---

Activities: Teacher Comment:

1. From magazines, find and mount on oaktag pictures of safety rules being observed on work stations.

2. Ask students to make up a story about the pictures involving the safety rules. Mount these on the back of the oaktag.

3. Share stories with the group. As these are read, list the safety rules on the chalkboard. Draw a relation between safety on the job, at home, in school, and in the car.

(Option) Cut oaktag into small irregular pieces to use as a puzzle.

---

Evaluation:
1. Student participation and discussion.
2. Quality of written stories and the inclusion of safety rules in the stories.

## MECCA ACTIVITY PLAN

TITLE: GROUP WORKERS (SS302) SUGGESTED GRADE LEVEL: 2-5

INFUSION: SOCIAL STUDIES LEVEL: AWARENESS

**GOAL 2: INTERPERSONAL SKILLS**
**OBJ. 2.5 Affirms the need for positive interpersonal relationships by (2.5A) identifying situations in which people need to work together and (2.5B) making positive statements about others.**
**OBJ. 2.6 Resolves conflicts involving groups by (2.6A) identifying reasons for problems that occur when people work in groups and suggests reasons for improvement.**

---

Materials:
Paper and pencils for groups of students.

---

Activities: Teacher Comment:

1. Arrange students into small groups.

2. Ask student groups to develop a written list of 10 occupations and their locations (no other instructions).

3. Bring groups together and ask:

   a. Were there any problems they had in developing the list? Why do they think this happened?
   b. What positive actions were taken toward developing the list?
   c. What suggestions do they have for working together as a group?

4. Ask students to regroup and:
   a. to add to their original lists identification of whether workers in these occupations usually work alone or in groups.
   b. to develop a list of rules for groups wanting to work together in a positive manner.

---

Evaluation:
Student group lists of situations in which people need to work together; positive statements of others work; and reasons for problems that occur in group work, as well as, suggestions for improvement.

## MECCA ACTIVITY PLAN

TITLE: POSITIVE JOB ATTITUDES (LA18) SUGGESTED GRADE LEVEL: 2-6

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

GOAL 4: WORK HABITS AND ATTITUDE
OBJ. 4.2 Exhibits positive work attitude by (4.2B) explaining how work and working benefit self and others and (4.2E) identifying attitudes of self and others that contribute to successful task accomplishment.

---

Materials:
Paper and pencils

---

Activities: Teacher Comment:

1. Discuss (positive) work habits you have observed in the members of the group.

2. Prepare a group list of positive and negative actions and their results.

3. Ask students to write:

   a. A one paragraph formal complaint to a teacher of a pretend situation detailing the behavior of another student and how it affected the remainder of the group.

   b. A paragraph to the teacher commending a student for good work habits which resulted in cooperation with other students.

---

Evaluation:
Quality of students written paragraph explaining work habits which do, or do not, benefit others in school.

## MECCA ACTIVITY PLAN

TITLE: ACTIVITY ANALYSIS (LA115)    SUGGESTED GRADE LEVEL: 2-7

INFUSION: LANGUAGE ARTS    LEVEL: AWARENESS

GOAL 1: SELF AWARENESS
OBJ. 1.3 Identifies a preferred lifestyle by (1.3A) describing activities one likes to do at home or school; 1.4 Identifies personal needs, interests, and values by (1.4A) listing most and least favorite things.

---

Materials:
Paper and pencils

---

Activities:    Teacher Comments:

1. Ask students to list their hobbies, free time activities done for fun, school activities and other activities, such as, part-time jobs and helping at home. Ask for reasons why students do these things.

2. Ask students to select three activities they like to do the best and three they dislike and state the reasons for feeling this way about them. Ask them to select three more activities that give them the greatest feeling of accomplishment.

3. Ask students to write a short paragraph about the similarities they found among their favorite activities.

---

Evaluation:
1. Quality of completed lists of least and most favorite activities.
2. Summary of similarities found among favorite activities.

## MECCA ACTIVITY PLAN

TITLE: OCCUPATION DICTIONARY (LA44) SUGGESTED GRADE LEVEL: 2-12

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

**GOAL 8: CAREER INFORMATION**
**OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3B) identifying people who produce goods and services they use; (8.3D) illustrating that qualifications differ for different kinds of work; (8.3F) exploring a broad range of occupations in terms of requirements; (8.3E) recognizing that some workers are self-employed and understands the qualifications needed for success in self employment.**

---

Dictionary
**Paper and pencils**

---

**Activities:** Teacher comments:

**1. Ask students to list the alphabet letters from A-Z down the left side of their paper.**

**2. Opposite each letter, ask students to write the title of an occupation beginning with that letter (A=accountant; b=banker, etc.**

**3. Ask students to place an asterisk (*) in front of occupations in which they think a person could be self-employed. Discuss the qualifications for self-employment. What do these people need for success?**

4. Ask students to list the qualifications needed for each occupation on their list.

---

Evaluation:
Student discussion indicating the undrstanding of self-employment and the general qualifications needed for different occupations.

## MECCA ACTIVITY PLAN

TITLE: POLICE DUTY (MS7/SS12/LA25) SUGGESTED GRADE LEVEL: 3-4

INFUSION: MATH/S.STUD./LANG. ARTS LEVEL: AWARENESS

GOAL 6: CAREER IMPLICATION OF SUBJECT MATTER
OBJ. 6.2 Relates specific school experiences to job requirements by (6.2B) understanding the career implications of specific subject matter.

---

Materials:
Activity Sheets A-E Curriculum Areas (one per student)
pencils, colored pencils

---

Activities: Teacher Comment:

1. Begin a discussion by asking the following:

   a. What does a police officer do?
   b. Why are police officers needed?
   c. Who can be a police officer?
   d. What are some laws you know?
   e. Do we have laws at school? What do we call them?
   f. What kinds of laws do police enforce?

2. Use the attached sheets for lessons relating to the curriculum areas.

3. Draw relationships between occupations and school-related subjects by asking summary questions about the Activity Sheets. (Ex. In what ways did you use a school subject in the police officer occupational duties on this sheet?)

---

Evaluation:
Student understanding of the career implications of subject matter by discussion of the relationship between police officer duties an curricular areas.

MS7/SS12/LA25-A

## Math for Police Officers

1. Someone was driving 50 miles an hour on a street where the limit was 35 miles an hour. How many miles an hour too fast was this person driving?

Answer__________________

2. A man came to the police department to pay a fine. He had been driving 7 miles over the speed limit. If it cost $9. a mile for each mile over the speed limit, how much was the man's fine?

Answer__________________

3. A store was robbed at 8 a.m.. The store keeper reported the crime to the police. The police caught the burglar at 2 p.m.. How many hours did it take them to catch the criminal?

Answer__________________

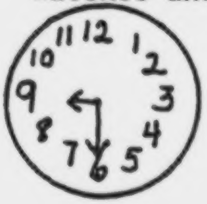
4. Measurement is important when reporting an accident. Police officers must understand how to measure the length of skid marks on the pavement. They need to know that there are:

_____________inches to a foot.

_____________inches in a yard.

_____________feet in a yard.

5. In order to be able to fill out crime reports, police officers need to be able to tell time. They have to be able to read their watches and clocks. See if you can read these clocks.



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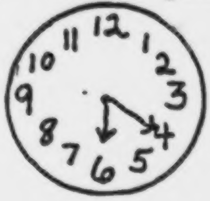

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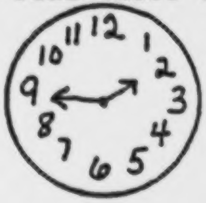

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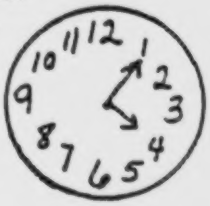
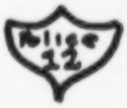


________________ o'clock

This paper belongs to ______________________________

## Reading for Police Officers

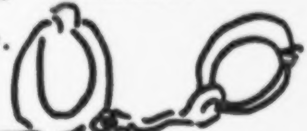
Directions: Put a check beside the sentences which are true.



___Police officers wear a badge to identify themselves.

___Police officers really don't need a badge.

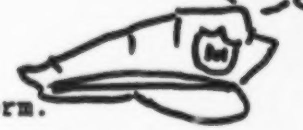
___Each police officer has a special number on his badge.



___Handcuffs help police officers catch and keep criminals.

___Handcuffs are worn on police officer's elbow.

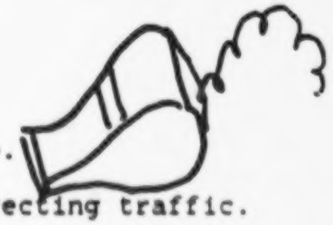
___Handcuffs are made of plastic.



___This is part of a doctor's uniform.

___A police officer would wear this on his elbow.

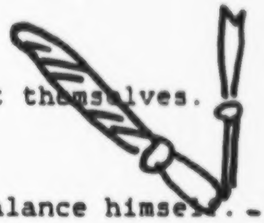
___this is part of a police officers uniform



___This is something that would be used by a nurse.

___This would be used by a police officer when directing traffic.

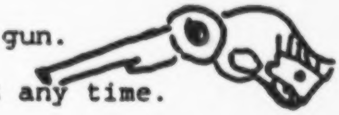
___This is made of a shiny metal.



___Police officers use "Billy Clubs" to protect themselves.

___"Billy Clubs" are made of wood.

___A police officer uses the "Billy Club" to balance himself.



___Police officers must be trained to use a gun.

___A police officer would never use a gun at any time.

___Police officers would not use guns unless there were no other way to protect themselves or others

---

## Crime Report

Let's have fun and learn at the same time by completing this PRETEND CRIME REPORT.

1. Name of person reporting the crime:________________________

2. Address of person reporting the crime:

______________________________________________

(street) (city) (state) (zip)

3. Description of the crime:________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

4. Time crime was discovered or reported: hour:____________

day:____________month:____________ year:____________

5. Damages that were made because of the crime:____________

______________________________________________

______________________________________________

6. Description of suspects:________________________

______________________________________________

______________________________________________

Where did person enter the scene of the crime?____________

______________________________________________

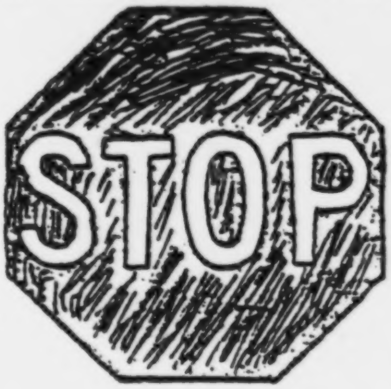
Name of officer making the report:________________________

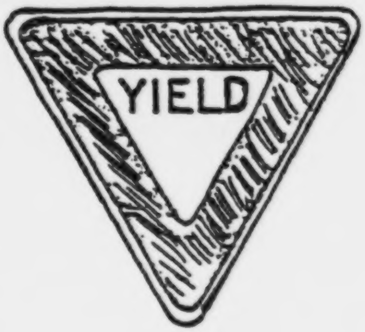
Date: ____________ ____________ ____________

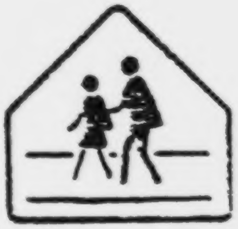
(day) (month) (year)

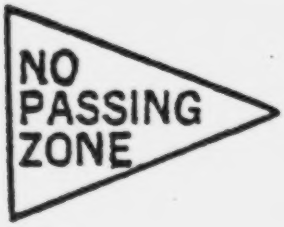
## Do You Know These Signs?

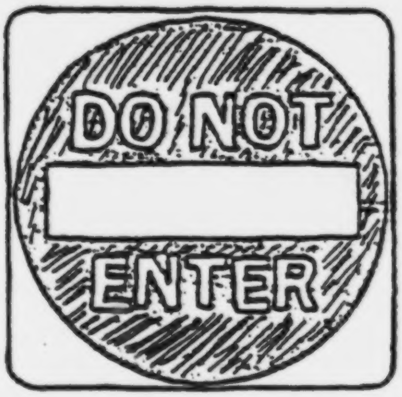
Police officers must know what all these signs mean. Do you? Write a sentence or phrase near the sign telling what it means. Then, if you like, color the sign, cut it out and make a picture by adding people, cars, buildings and streets.

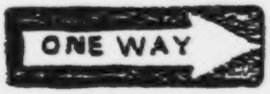


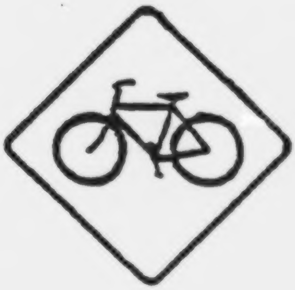


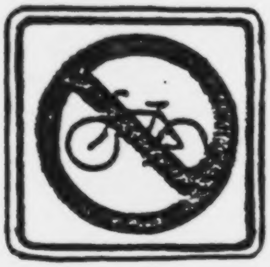


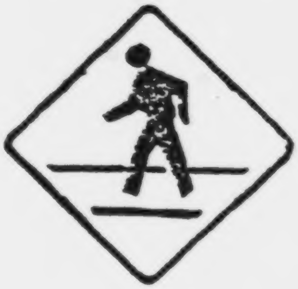

NO
PASSING
ZONE


DO NOT
ENTER







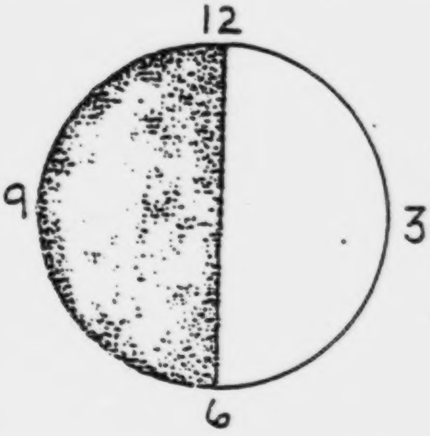


## Day and Night Duty

Police officers work different shifts because they must always be ready to serve their communities. Some work a day shift, and others work a night shift so someone is on the job at all times.

Directions: In the blanks to the left of the clock faces, write the numeral of the jobs as listed below, that the police officer might do at different times of the day or night.

1. Give directions to strangers.
2. Patrol the business district when stores are closed.
3. Check parking meters.
4. Help lost children.
5. Help children at a school crossing.
6. Direct traffic.
7. Arrest lawbreakers.
8. Help at an accident scene.
9. Arrest people for speeding.
10. Teach bicycle safety to school children.



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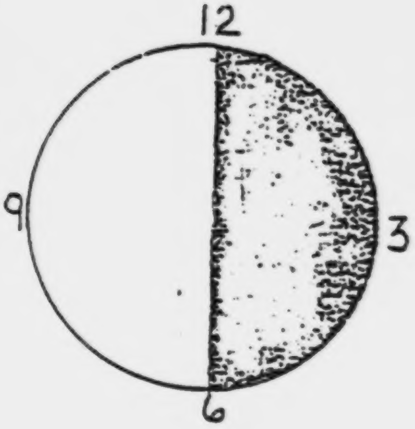

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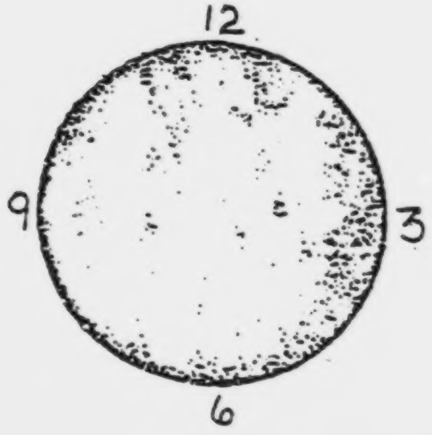

______

______

______

______

See if you can think of some jobs a police officer does that were not listed above. Write them here.

______________________________

______________________________

______________________________

______________________________

# MECCA ACTIVITY PLAN

TITLE: WHY SPELL CORRECTLY? (LA26) SUGGESTED GRADE LEVEL: 3-5

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS
OBJ. 5.2 Uses writing skills effectively by (5.2a) applying rules of writing.
GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER
OBJ. 6.1 Identifies career implications of school experiences by (6.1A) naming a variety of uses for skills gained in school.

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Materials:
Activity Sheet A Why Spell Correctly? (one per student)
Paper and pencils
Index cards

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Activities: Teacher Comment:

1. Discuss with students the need to spell words correctly. Brainstorm a number of jobs that require accurate spelling and list these on the board.

2. Give students the index cards and ask them to scramble the letters of the occupations written on the board. When students have completed this step, erase the titles off the board.

3. Students exchange cards and try to solve the puzzle of working out the correct occupational titles.

4. Ask students how easy it was for them to read the words--and check cards for accuracy in spelling.

5. Give students Activity Sheet A for completion.

6. Students share the endings of their stories with the group. Discuss, again, the need for correct spelling to help make meaning clear. Could certain words be interpreted differently when they are misspelled?

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Evaluation:
1. Student discussion indicating an understanding of the need for correct spelling to aid effective communication.

## Why Spell Correctly?

1. Directions: Read this and circle the incorrectly spelled words:

Ray ws palying a gme with Susin. He had a ist of clues to fin the tresur. The clues ist said:

1. Go left besind the big tr.
2. Walk 5 spaces to the pourth.
3. Dig 3 bood down.
4. Bring up the ______________________________

2. Rewrite the paragraph with the correct spelling and then complete the story. What did Ray and Susan find?

## MECCA ACTIVITY PLAN

TITLE: SECRET CODE (MS9/LA3) SUGGESTED GRADE LEVEL:3-5

INFUSIONS: MATH/LANGUAGE ARTS LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3D) illustrating that qualifications differ for different kinds of work.

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Materials:
Activity Sheet A Archeology (one per student)
Answer Sheet for instructor
Pencils
Library Resources

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Activities: Teacher Comment:

1. Give students Activity Sheet A.

2. Ask students to "break the code" and find the answer to the riddle.

3. Discuss the meanings of the riddle answers.

4. Ask students to make up their own riddles and codes. Two examples of possible phrases to use might be: Astronomer, One who sees stars; Astronaut, One who goes round and round.

5. Assign work in the school library to find out the work done and the qualifications needed to become an archeologist or other career person. Ask students to report findings to the group.

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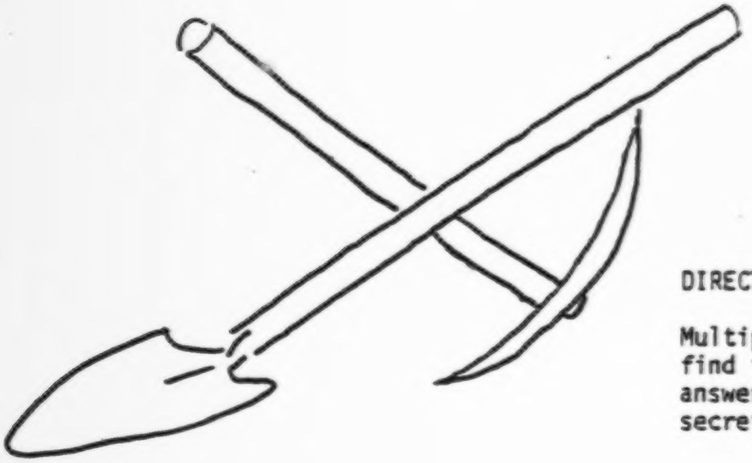
Evaluation:
Student information shared in reports indicating an understanding that qualifications differ for different kinds of work.



DIRECTIONS:

Multiply the numerals to find the answer. Look the answer numeral up on the secret code chart.

QUESTION: What is the definition of an archeologist?

SECRET CODE CHART:

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| U | V | W | T | Y | S | A | B | C | D | E | F | G | H | I | J |

| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
|---|---|---|---|---|---|---|---|---|---|
| K | L | M | N | O | P | Q | R | Z | X |

Answer:

3X7 2X10 11X1 3X1 2X7 7X3 2X3 1X11

3X3 7X1 8X3 11X1 1X11 4X6

3X5 3X2 5X3 5X4

6X4 1X1 15X1 10X2 1X6

ANSWER SHEET

QUESTION: What is the definition of an archeologist?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| U | V | W | T | Y | S | A | B | C | D | E | F | G | H | I | J |

| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
|---|---|---|---|---|---|---|---|---|---|
| K | L | M | N | O | P | Q | R | Z | X |

|  |  |  |
|---|---|---|
| o | n | e |
| 3 x 7 | 2 x 10 | 11 x 1 |

|  |  |  |  |  |
|---|---|---|---|---|
| w | h | o | s | e |
| 3 x 1 | 2 x 7 | 7 x 3 | 2 x 3 | 1 x 11 |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| c | a | r | e | e | r |
| 3 x 3 | 7 x 1 | 8 x 3 | 11 x 1 | 1 x 11 | 4 x 6 |

|  |  |  |  |
|---|---|---|---|
| i | s | i | n |
| 3 x 5 | 3 x 2 | 5 x 3 | 5 x 4 |

|  |  |  |  |  |
|---|---|---|---|---|
| r | u | i | n | s |
| 6 x 4 | 1 x 1 | 15 x 1 | 10 x 2 | 1 x 6 |

# MECCA ACTIVITY PLAN

TITLE: COMPOUND WORDS (LA41)

SUGGESTED GRADE LEVEL: 3-6

INFUSION: LANGUAGE ARTS

LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3B) identifying people who produce goods and services they use.
GOAL 10: LEISURE PREFERENCES AND RESPONSIBILITY
OBJ. 10.5 Participates as a responsible family member by (10.5A) describing family members and their roles.

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Materials:

| | |
|---|---|
| Activity Sheet A | Compound Words (one per student) |
| Activity Sheet B | Answer Sheet |
| Pencils | |

---

Activities:

Teacher Comment:

1. Discuss compound words, concluding with the idea that many objects workers use are expressed in compound words.

2. Ask students to complete Activity Sheet A.

3. Check Activity Sheet for accuracy.

4. Ask each student to list the occupation of one of his or her family members and try to think of one object this person uses as a tool which is a compound word. (Note: Some careers are compound words.)

5. Ask students to share the information about family members and the compound words used by them.

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Evaluation:
Student completion of Activity Sheet A and sharing information about family members who are in occupations and who use tools which are compound words.

## COMPOUND WORK WORDS

Match a word from the first column with a word from the column on the right in order to make a word that is something a worker uses. The first one is done for you.

Try to think of at least one worker who would use each item and write the worker on the line at the left of the page.

| | | | |
|---|---|---|---|
| fashion model | hat | box | case |
| | air | | truck |
| | book | | cuffs |
| | tooth | | flake |
| | fire | | cake |
| | flag | | bell |
| | snow | | box |
| | door | | brush |
| | green | | pole |
| | raw | | towel |
| | pan | | plane |
| | dish | | house |
| | hand | | hide |

Answer sheet

## COMPOUND WORK WORDS

Match a word from the first column with a word from the column on the right in order to make a word that is something a worker uses. The first one is done for you.

Try to think of at least one worker who would use each item and write the worker on the line at the left of the page.

| | | |
|---|---|---|
| fashion model | hat | box |
| pilot | air | plane |
| librarian | book | case |
| dentist | tooth | brush |
| firefighter | fire | truck |
| custodian | flag | pole |
| meteorologist | snow | flake |
| salesperson | door | bell |
| horticulturist | green | house |
| cowpoke | raw | hide |
| cook | pan | cake |
| homemaker | dish | towel |
| police officer | hand | cuffs |

case
truck
cuffs
flake
cake
bell
box
brush
pole
towel
plane
house
hide

# MECCA ACTIVITY PLAN

TITLE: FIND THE FIREFIGHTER WORDS (LA42)    SUGGESTED GRADE LEVEL: 3-6

INFUSION: LANGUAGE ARTS    LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3D) illustrating that qualifications differ for different kinds of work.

---

Materials:

| | |
|---|---|
| Library resources about careers (firefighter) | |
| Activity Sheet A | Firefighter words (one per student) |
| Activity Sheet B | Answer Sheet |
| Pencils | |

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Activities:    Teacher Comment:

1. Using library resources, discuss with students the details of the firefighter job. Include information that goes beyond surface glamour of the job.

2. Discuss the contributions firefighters make toward community welfare and the various kinds of jobs involved in firefighting.

3. Give students Activity Sheet A for completion.

4. Talk with students about the correct responses on Activity Sheet A and the specific qualifications of dispatcher, firechief, and inspector.

5. Ask students to write a job description for a newspaper ad attempting to hire a new firefighter. Be specific about the qualifications and duties of the job.

(Option) Invite a firefighter to visit and ask for specific information about various jobs in firefighting, or visit the station for that purpose.

---

Evaluation:
Student writing of job description indicating that qualifications differ for different kinds of work.

## FIND THE FIREFIGHTER WORDS

Put the missing letter in the box and spell words associated with a firefighter's career.

As the boxes are completed, they will spell out a firefighter career vertically.

Fire☐ighter
F☐re
T☐uck
Smok☐
Es☐ape
☐ose
S☐ren
Ladd☐r
☐lame
☐oam
Dr☐ll
☐escue
☐xit

List three jobs in firefighting:

1.______________________________

2.______________________________

3.______________________________

Re☐
Extingu☐sher
Ma☐k
☐umper
H☐t
Wa☐er
Chemi☐al
☐elp
Blaz☐
A☐son
Stat☐on
E☐gine
Boot☐
Ex☐lode
Ax☐
Emergen☐y
Preven☐ion
Ho☐k
Bu☐n

272.

LA42

## FIND THE FIREFIGHTER WORDS

Answer sheet

Put the missing letter in the box and spell words associated with a firefighter's career.

As the boxes are completed, they will spell out a firefighter career vertically.

Fire$\boxed{f}$ighter

F$\boxed{i}$re

T$\boxed{r}$uck

Smok$\boxed{e}$

Es$\boxed{c}$ape

$\boxed{H}$ose

S$\boxed{i}$ren

Ladd$\boxed{e}$r

$\boxed{F}$lame

$\boxed{F}$oam

Dr$\boxed{i}$ll

$\boxed{R}$escue

$\boxed{E}$xit

Re$\boxed{d}$

Extingu$\boxed{i}$sher

Ma$\boxed{s}$k

$\boxed{P}$umper

H$\boxed{a}$t

Wa$\boxed{t}$er

Chemi$\boxed{c}$al

$\boxed{H}$elp

Blaz$\boxed{e}$

A$\boxed{r}$son

Stat$\boxed{i}$on

E$\boxed{n}$gine

Boot$\boxed{s}$

Ex$\boxed{p}$lode

Ax$\boxed{e}$

Emergen$\boxed{c}$y

Preven$\boxed{t}$ion

Ho$\boxed{o}$k

Bu$\boxed{r}$n

List three career jobs in firefighting:

1. Firechief
2. Dispacher
3. Inspector

# MECCA ACTIVITY PLAN

TITLE: ADVERTISING (LA79) SUGGESTED GRADE LEVEL: 3-6

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS/EXPLORATION

GOAL 3: DECISION MAKING
OBJ. 3.5 Recognizes the variety of settings in which decisions are made and the influences on decision making by (3.5A) naming people and things that influence decisions.

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Materials:
Paper and pencils
Scissors
Glue and construction paper
Magazine pages picturing merchandise torn out ready for cutting

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Activities: Teacher Comment:

1. Discuss the way advertising affects our purchasing choices.

2. Give students magazine pages of their selection and ask them to cut out three ads which appeal to them.

3. Students glue three chosen ads on construction paper.

4. On the back of the construction paper ask students to list what it is about the ad that appeals to them--what affected their decision to choose that ad?

5. Ask students display their pictures and have other students try to tell what may have been written on the back of the paper and what may affect an individual's decision to buy that product.

6. Discuss various settings in which decisions to buy products pictured might be made.

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Evaluation:
Student participation in activity and discussion indicating recognition of influences on decision making.

## MECCA ACTIVITY PLAN

TITLE: FACT OR OPINION (SS35)  SUGGESTED GRADE LEVEL: 3-6

INFUSION: SOCIAL STUDIES  LEVEL: AWARENESS

GOAL 3: DECISION MAKING
OBJ. 3.8 Demonstrates the ability to participate in group decision making by (3.8B) participating in group decision making and (3.8C) discussing ways in which group decision making is desirable.

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Materials:
Paper and pencils

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Activities:  Teacher Comment:

1. List a few dozen statements on the chalkboard which are either fact or opinion. (i.e. fact: Springfield is the capital of Illinois; opinion: The Jersey Devil lives in South New Jersey.)

2. Assign students the task of writing 8 factual and 8 opinion statements to bring to the next group session.

3. Discuss statements at the next group session. Decide by agreement if the student author's categorization of the statements is correct.

4. Discuss group decision making. Is this a good example of the need to make a group decision? What kinds of topics would make a good basis for a group decision? Why?

5. Ask students to write down one suggestion topic for a group decision, giving the reasons for their choice being appropriate.

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Evaluation:
Student participation in group decision making.
2. Student written suggestion of topic for group decision making and participation in discussion indicating understanding of the appropriate use of group decision making.

# MECCA ACTIVITY PLAN

TITLE: THINGS I LIKE TO DO (SS63) SUGGESTED GRADE LEVEL: 3-6

INFUSION: SOCIAL STUDIES LEVEL: AWARENESS

GOAL 1: SELF AWARENESS
OBJ. 1.3 Identifies a preferred lifestyle by (1.3A) describing activities one likes to do at home and at school and (1.3B) is able to describe this lifestyle for others.
OBJ. 1.6 Understands the effects of maturation on self by (1.6C) comparing descriptions of children at different ages and behaviors that occur.
OBJ. 3.2 Relates personal values, abilities, interests to decision making by (3.2B) identifying statements of intent that correspond with values and priorities.

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Materials:
Activity Sheet A Things I Like to Do (one per student)
Pencils

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Activities: Teacher Comment:

1. Using Activity Sheet "Things I Like to Do" ask students to list their favorite activities in each column.

2. Following student listing on the Activity Sheet, ask students to mark their lists, as follows.

A = activities done alone
P = activities done with others
$ = activities that require money
5 = activities they would not have wanted to do 5 years ago
F = activities family members might want to do now or wanted to in past

3. Ask students to rank order their lists in terms of highest to lowest priority.

4. Ask students to cross out least liked activities on their lists.

5. Discuss any inconsistencies they find in their actions; how their friends and activities have changed over the last 5 years; how many involve money and how their interests are different from their parents.

Things I like to Do (continued)
SS63

Activities:

Teacher Comment:

Continue with the discussion emphasizing the changing interests of students as they mature.

6. Ask students how their lists indicate what they value in their lives. What are these values? List these on the board.

---

Evaluation:
Student listing of activities and participation in summary discussion values and the effect of maturation.

## Things I Like to Do

Directions: List under each "location" heading as many activities as you can that you like to do. When you have finished, wait for your teacher to tell you how to mark your paper.

| AT HOME | AT SCHOOL | IN COMMUNITY |
|---|---|---|

# MECCA ACTIVITY PLAN

TITLE: SCRAMBLED OCCUPATIONS (LA308) SUGGESTED GRADE LEVEL: 3-6

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3G) identifying several different career options that require similar skills.

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Materials:
Activity Sheets A-C Scrambled Occupations and Skill Categorization Sheet (one set per student)
Pencils

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Activities: Teacher Comment:

1. Give each student copies of Activity Sheets A and B and sufficient time to unscramble as many occupations as possible.

2. Discuss the unscrambled list with students with a focus on the skills needed for each occupation.

3. Give students Activity Sheet C for completion.

4. Ask students to verbally identify the occupations they placed in each category and give the reasons for their placement decision.

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Evaluation:
Student identification of similar skills needed for several occupations.

## SCRAMBLED OCCUPATIONS

Answer sheet

| | | | |
|---|---|---|---|
| apernectr | carpenter | mrfera | farmer |
| bebrar | barber | cliope riffoec | police officer |
| alirot | tailor | lipto | pilot |
| dlewer | welder | ocko | cook |
| chertub | butcher | drepisnte | president |
| keeprbokoe | bookkeeper | setasrsmes | seamstress |
| senur | nurse | ancedr | dancer |
| cehrtae | teacher | kerlc | clerk |
| mlia rarriec | mail carrier | reidlos | soldier |
| mklimna | milkman | kreba | baker |

## Scrambled Occupations

1. apernectr ____________________
2. bebrar ____________________
3. alirot ____________________
4. dlewer ____________________
5. chertub ____________________
6. keeprbokoe ____________________
7. senur ____________________
8. cehrtae ____________________
9. mlia rarriec ____________________
10 mklimna ____________________

11. mrfera ____________________
12. cliope riffoec ____________________
13. lipto ____________________
14. ocko ____________________
15. drepisnte ____________________
16. setasrsmes ____________________
17. ancedr ____________________
18. kerlc ____________________
19. reidlos ____________________
20. kreba ____________________

================================================================

## Skill Categorization Sheet

Directions: Under each skill statement, list those scrambled occupations which require the skill stated.

1. STATEMENT: USES MATH SKILLS.

2. STATEMENT: WORKS WELL WITH HANDS (FINGER DEXTERITY).

3. STATEMENT: HAS TECHNICAL SKILLS TO USE MACHINES

4. STATEMENT: HAS GOOD MEMORY RETENTION FOR PHYSICAL MOTION.

5. STATEMENT: CAN FOLLOW WRITTEN DIRECTIONS.

6. STATEMENT: READS AND INTERPRETS INSTRUMENTS.

7. STATEMENT: HAS GOOD VERBAL SKILLS.

8. STATEMENT: HAS GOOD RESEARCH SKILLS.

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# MECCA ACTIVITY PLAN

TITLE: WHY PEOPLE WORK (LA23) SUGGESTED GRADE LEVEL: 3-6

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

GOAL 1: SELF AWARENESS
OBJ. 1.4 Identifies personal needs, interests and values by (1a1.4B) identifying likes and dislikes.
GOAL 4: WORK HABITS AND ATTITUDES
OBJ. 4.3 Understands the nature of work by (4.3C) understanding many work forms in society.
GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3C) identifying reasons people work.

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Materials:
Activity Sheets A, B (one per student)
Pencils

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Activities: Teacher Comments:

1. Discuss with students the reasons they think people choose to work in particular jobs.

2. Ask students to complete Activity Sheet A and B, discussing story endings with the group.

3. Ask students to write a short story themselves, the jobs they like to do, and what possible occupations to which these might relate.

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Evaluation:
1. Students' short stories illustrating personal likes and dislikes.
2. Understanding of a variety of work forms indicated in discussion groups.
3. Identification of reasons people perform particular jobs.

DIRECTIONS: Write at least one sentence to complete each story.

1. John is a Junior Ranger. He has earned badges in pet care, first aid, camping, and gardening. Recently John started doing volunteer work at the Red Cross.

   Why do you think John is doing this?

2. Amy is in the fourth grade. She has four younger brothers and sisters with whom she sometimes babysits. When the kindergarten teacher, Mr. Lane, needed a helper, Amy asked if she could do this.

   Why do you think Amy wanted to help Mr. Lane?

3. Mr. Morris taught piano for many years, but has now retired. He spends much time in children's wards of the local hospitals working with the children and in rest homes working with the senior citizens.

   Why do you think he does this?

4. Bill likes to visit his grandfather who works as an airplane mechanic. There are many kinds of models in Grandfather's den and Bill can identify all of them. Bill wants to be an aerospace worker.

   Why do you think Bill wants to be in the aerospace program?

5. The third grade children were watching Mr. Gray operate a bulldozer when he was preparing the gound for a new annex. He dug the hole and removed the sidewalk section by section. The day was very hot, but Mr. Gray worked hard.

   Why do you think he chose this job?

6. Anne likes to spend her weekends camping in the woods near her home. She will observe, with interest, a forest animal and its action for long periods of time. She knows the habits of most of these animals either from observation or reading information.

   What occupation could Anne take up where she would be able to use this knowledge?

7. Terry's family lives near the ocean. His father and grandfather have been travelers all their lives and Terry sometimes goes in the boat with them.

   What occupation do you think Terry will want to take up? Why?

8. Joe wishes he lived on a farm. He visits his cousins as often as he can and enjoys watching his Uncle prepare the land for planting in the fall. During the summer he converses with the threshing crew and hears about their harvest travel into other states. He admires the huge machine involved in all farm work.

   With these special interests, for what occupation do you think Joe is preparing himself?

9. Ms. Penn is an attorney in a large city. She has represented clients who have been wronged and has been successful in bringing many guilty persons to justice. She spends most evenings studying at home and has very little time for recreation or her family. When asked if she enjoyed her work, Mr. Penn replied, "I would not be happy doing anything else!"

   Why do you think Mr. Penn stays in this profession?

10. Ms. Allen has a beauty shop in the extra room of her house. She starts working at 8:00 in the morning and sometimes is still working at 8:00 in the evening. She gives permanents, manicures and works with long hair, short hair and wigs. She is always busy and always happy.

    Why do you think Ms. Allen chose to be a beautician?

# MECCA ACTIVITY PLAN

TITLE: JOB CLUSTER RYHMES (LA92)   SUGGESTED GRADE LEVEL: 3-6

INFUSION: LANGUAGE ARTS   LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements by 8.3D) illustrating that qualifications differ for different kinds of work and 8.3E recognizing that some workers are self-employed and understanding the qualifications needed for success in self-employment.
GOAL 5: COMMUNICATION AND COMPUTATION SKILLS
OBJ. 5.1 Develops listening skills by ( 5.1C) applying listening skills in school.

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Materials:
Activity Sheets A,B,C   Unit Information Sheet (one copy)
Paper and pencils

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Activities:   Teacher Comment:

1. On the board list 10 workers of the various job clusters in Part I.

2. Read the rhymes to the group and ask them to write the title of the worker who matches the rhyme.

3. Repeat the procedure for Part II.

4. Discuss answers students gave.

5. Ask students to select an occupation in which they have an interest and write their own rhyme about it.

6. When completed, ask students to share their rhymes with the group.

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Evaluation:
1. Student match of worker label to rhymes.
2. Student development of a personal rhyme and presentation to group.

## CAREER AWARENESS
## UNIT I

## INFORMATION SHEET

I. Workers of ten different job clusters

A. Airplane pilot

I steer the plane, take off and land,
Watch weather, speed, and height.
Up in the air I am the boss,
And safely guide each flight.

B. Cement mason

I mark the place for basement floors
With forms for width and length.
I make the walls with concrete blocks,
Check evenness and strength.

C. Fisherman

At the break of day I grab my coat
And take my crew out in the boat.
Dragging nets of heavy twine,
I catch food that's really fine.
I work hard as you can see
And make my living from the sea.

D. T.V. cameraman

I move the camera back and forth
And push it in and out,
Follow the action with the lens
As people move about.

E. Architect

I check the site, the laws and codes,
Draw plans for building crews
To show them how the house will look,
And what materials to use.

F. Anesthetist

My job's to kill the patient's pain
When operations start.
I may use medicine or gas,
And check the breath and heart.

## INFORMATION SHEET

G. U.S. soldier

I work to serve my country well
On land, on sea, in air.
I try to help my country fight
For freedom everywhere.

H. Football quarterback

I help to make each football play,
And work hard to win each day.
But even if my team should lose,
Good sportsmanship I'll always use.

I. Forester

I study the soil and underground water, too
And figure out what is best to do
To control fires, insects, and disease
That destroy our beautiful trees.

J. Department store buyer

I buy whatever will be sold
In my part of the store.
I pick the colors, sizes, styles,
Know when to order more.

II. Rhymes describing related workers of the ten different job clusters

A. Airline ticket agent

I sell the tickets for the planes,
Tell when they come and go.
I tag the bags, tell passengers
The things they want to know.

B. Contractor

I hire men to do the work
For building, plumbing, light,
I tell them on what days to work,
See that the work's done right.

C Ship navigator

I watch the sun and the stars
I watch the clocks
I tell the crew what the weather will be
I make a map each day for the ship's path on the sea.

## INFORMATION SHEET

D. Advertising salesman

The T.V. time is what I sell,
One minute, two or three
The station will get paid to show
Commercials that you see.

E. Painter

I mix the paint and stir it well,
The color must be right.
I paint the ceilings and the walls
I make them clear and bright.

F. Doctor

I check to find out what is wrong
Plan the treatment that's best.
I write my orders on a chart
For patient's care and rest.

G. Judge

In the courtroom of the town,
I wear a long black gown.
I work with lawyers and police
To guard the law and keep the peace.

H. Librarian

I work at my library, I try to know each book
Then when a person wishes it, together we will look
For story books, picture books, and story books too.
We will look until we find the book
That we both think will do.

I. Landscaper

I check the soil and sun and shade,
To see where things will grow.
Then plant the bushes and the trees
Lay sod down row by row.

J. Store manager

To manage means to be in charge,
I manage the whole store.
I have to know what work is done
On every single floor.

## MECCA ACTIVITY PLAN

| | |
|---|---|
| TITLE: SELF EVALUATION (LA13) | SUGGESTED GRADE LEVEL: 3-6 |
| INFUSION: LANGUAGE ARTS | LEVEL: AWARENESS |

GOAL 1: SELF AWARENESS
OBJ. 1.2 Exhibits a positive self concept by (1.2A) describing and accepting one's own characteristics and (1.2E) accepting individual differences of self and others

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Materials:
Activity Sheet A Self Evaluation Checklist (one per student)
Paper and pencils

---

Activities: Teacher Comment:

1. Give students a copy of Activity Sheet A for completion.

2. Ask students to write a paragraph describing themselves to someone who does not know them.

3. Ask students to write a second paragraph describing another person in the group.

4. Share paragraphs, compare those written by students themselves and those written by others in the group. Note individual differences of self and others and work toward self acceptance of their own characteristics.

---

Evaluation:
Student participation in activity, quality of written paragraphs and acceptance of own individual characteristics.

## SELF EVALUATION CHECKLIST

Read the following statements. If the statement is very much like you, place an(A)on the line. If the statement is somewhat like you, place a (B)on the line. If the statement is not like you, place a (C)on the line.

1.___Gets along well with boys
2.___Gets along well with girls
3.___Gets along well with teachers
4.___Gets school work in on time
5.___Is funny or comical
6.___Enjoys science project
7.___Remembers what's learned
8.___Controls temper
9.___Is willing to help others
10.___Confident, sure of self
11.___Enjoys art work
12.___Is neat and clean
13.___Takes directions from teachers cheerfully
14.___Can concentrate easily
15.___Courteous, good manners
16.___Gets a lot of fun out of life
17.___Enjoys arithmetic work
18.___Is a leader
19.___Not too skinny, not too fat
20.___Studies hard, doesn't waste time
21.___Lets others have their way sometimes
22.___Doesn't expect everything he/she does to be perfect
23.___Is good at physical education
24.___Has new, original ideas
25.___Talks to teachers easily
26.___Does school work on his/her own
27.___Makes other people feel at ease
28.___Has lots of pep and energy
29.___Enjoys all subjects
30.___Not too tall, not too short

## MECCA ACTIVITY PLAN

TITLE: FRIENDLY WORD SEARCH (LA116) SUGGESTED GRADE LEVEL: 4-5

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

GOAL 2: INTERPERSONAL SKILLS
OBJ. 2.1 Demonstrates awareness of the effect of self on others by (2.1B) showing awareness of how one's attitudes affect interpersonal relationships.
2.5 Affirms the need for positive interpersonal relationships by (2.5B) showing awareness of how one's attitudes affect interpersonal relationships.

---

Materials:

| | |
|---|---|
| Activity Sheet A | Friendly Word Search (one per student) |
| Activity Sheet B | Answer Sheet |
| Pencils | |

---

Activities: Teacher Comments:

1. Discuss with students:
    a. What does it mean to be a friend? Does one's attitude influence interpersonal relationships? In what ways?
    b. Why are friends important?
    c. Are relatives friends? What makes them so?

2. Give students Activity Sheet A for completion.

3. Review puzzle answer with students. Draw a connection between the puzzle words and the ways our attitudes affect others.

---

Evaluation:
Student participation in discussion indicating understanding of the effect of self on others and the effect of positive interpersonal relationships with others.

## FRIENDLY WORD SEARCH

**Directions:** Find and circle on the grid the words listed below which are characteristic of a good friend.

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| U | B | R | C | O | N | S | I | D | E | R | A | T | E |
| A | N | D | O | P | G | T | P | N | W | E | H | K | L |
| V | J | D | L | V | C | A | U | M | X | O | F | Y | B |
| A | Z | O | E | N | H | F | J | P | U | O | R | B | A |
| I | L | C | U | R | B | S | P | G | T | I | M | E | D |
| L | H | O | V | C | S | F | H | O | S | W | A | N | N |
| A | I | Q | E | V | I | T | R | O | P | P | U | S | E |
| B | R | S | L | E | F | U | A | N | T | E | Y | H | P |
| L | J | F | R | U | G | R | C | N | S | L | N | A | E |
| E | U | T | L | H | A | F | K | L | D | U | C | R | D |
| P | K | O | T | E | E | R | E | C | N | I | S | I | L |
| M | Y | D | U | R | S | L | O | R | T | S | N | N | D |
| F | E | W | J | U | P | R | C | A | R | I | N | G | Y |

THOUGHTFUL

SINCERE

UNDERSTANDING

CARING

DEPENDABLE

SHARING

SUPPORTIVE

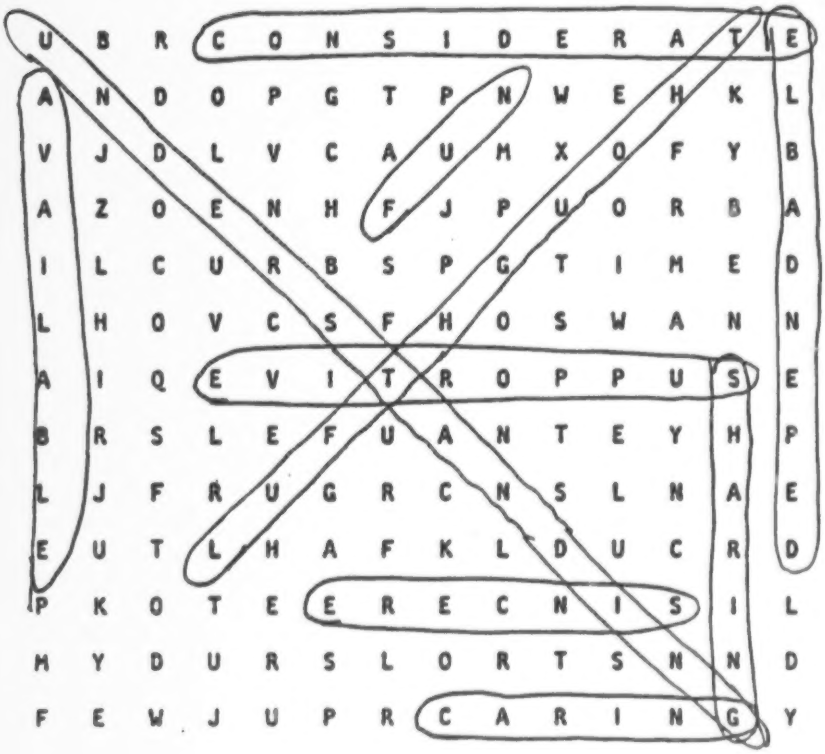
AVAILABLE

FUN

CONSIDERATE

# FRIENDLY WORD SEARCH (Answer Sheet)

Directions: Find and circle on the grid the words listed below which are characteristic of a good friend.



U B R C O N S I D E R A T E
A N D O P G T P N W E H K L
V J D L V C A U M X O F Y B
A Z O E N H F J P U O R B A
I L C U R B S P G T I M E D
L H O V C S F H O S W A N N
A I Q E V I T R O P P U S E
B R S L E F U A N T E Y H P
L J F R U G R C N S L N A E
E U T L H A F K L D U C R D
P K O T E E R E C N I S I L
M Y D U R S L O R T S N N D
F E W J U P R C A R I N G Y

THOUGHTFUL

SINCERE

UNDERSTANDING

CARING

DEPENDABLE

SHARING

SUPPORTIVE

AVAILABLE

FUN

CONSIDERATE

# MECCA ACTIVITY PLAN

TITLE: PAYDAYS (MS41) SUGGESTED GRADE LEVEL: 4-6

INFUSION: MATHEMATICS LEVEL: PREPARATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS
OBJ. 5.5 Uses computational skills effectively by (5.5B) applying computational skills to school and non-school activities.

---

Materials:
Newspaper want ads pages in single sheets torn from newspaper.
Pencils and paper

---

Activities: Teacher Comment:

1. Ask students to select a job from the want ads for which a salary is listed.

2. Ask students to compute the yearly, monthly, and weekly salaries for the job they choose.

3. Using a hypothetical example of one of the jobs, set up a schedule of basic needs and their cost -- taxes, utilities, rent, food, etc.

5. Deduct expenses from salary and discuss result.

6. Ask students to share with their family the activity results and continue the discussion of fixed expenses at home.

---

Evaluation:
Student application of computational skills to school activity.

## MECCA ACTIVITY PLAN

TITLE: JOB RECIPES (LA167) SUGGESTED GRADE LEVEL: 4-5

INFUSION: LANGUAGE ARTS LEVEL: EXPLORATION

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements, by (8.3D) illustrating that qualifications differ for different kinds of work.

---

Materials:
Paper and pencils
Occupational Outlook Handbook or other resources

---

Activities: Teacher Comments:

1. Discuss recipes and how they are organized.

2. Ask students to write a symbolic recipe for an occupation in which they are interested. The recipe should include: ingredients, procedures, final product.

Example:
Recipe for a lawyer. Mix in order, 1 high school diploma, 4 years of college, and 2 or more years of law school. Spice liberally with passage of law boards, dedication, a good memory, ability to do research, good speaking and writing skills.

3. Ask students to share their recipes with the group.

---

Evaluation:
Student matching of job qualifications to the specific jobs selected for recipe writing.

## MECCA ACTIVITY PLAN

TITLE: HAPPY WORK (LA19) SUGGESTED GRADE LEVEL:4-5

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS/PREPARATION

GOAL 4: WORK HABITS AND ATTITUDE
OBJ. 4.6. Practices positive work habits by (4.6B) identifying, valuing, and practicing work habits such as honesty, dependability, and punctuality.
GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY
OBJ. 9.1 Develops skills needed for preferred career by (9.1C) developing skills needed for specialized and general tasks.

---

Materials:
Activity Sheet A Happy Day (one per student)
Pencils

---

Activities: Teacher Comment:

1. Discuss positive work habits students develop in school as they related to getting and keeping a job. (Completion of task, neat writing, quality of work, being punctual, honesty and dependability)

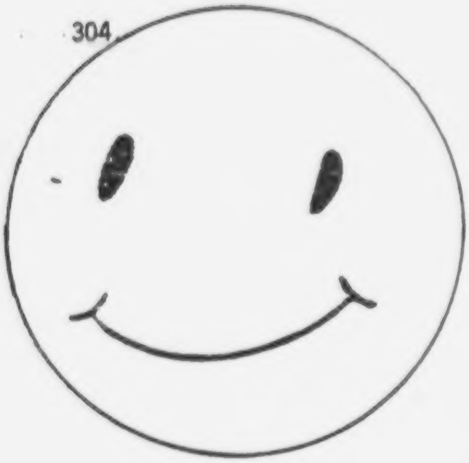
2. As a group, define with students the items 1-5 on Activity Sheet A. Have students use the dictionary, if necessary.

3. Ask students to complete the Activity Sheet on their own.

3. With students in a group summarize by going over student responses on the Activity Sheet.

---

Evaluation:
1. Student responses indicating knowledge skills needed for following personal interests.
1. Student participation in discussion indicating understanding of positive work habits.



## HAPPY WORK

Write the definition of the following work terms.

(Use the dictionary if necessary.)

1. employee

2. employer

3. deduction

4. job interview

5. job application

What are some employee work habits which please employers?

What are some things employers can do to make employees happy?

## MECCA ACTIVITY PLAN

TITLE: SHINING CONTRIBUTION (SS150) SUGGESTED GRADE LEVEL: 4-6

INFUSION: SOCIAL STUDIES LEVEL: PREPARATION

GOAL 2: INTERPERSONAL SKILLS
OBJ. 2.5 Affirms the need for positive interpersonal relationships by (2.5D) identifying reasons interpersonal relationships are important; (2.5E) recognizing that society and business depend on the contributions of workers; and (2.5F) identifying ways in which people influence each other.

---

Materials:
Paper and pencils
Chalkboard and chalk

---

Activities: Teacher Comment:

1. Ask students in what ways individual members of the group "shine" in accomplishment. Ask, what are the special contributions of members of this group? List these on the board.

2. Ask students privately to write their answers to the following questions.

a. How do the personal contributions of the group members promote positive interpersonal relationships?
b. If the group was a business organization, how would the individual members' contributions aid in the success of the business?
c. Are there any contributions of other group members that influence the way you do things yourself?
d. How important are interpersonal relationships to you?

3. Allow time for sharing of responses if students which to do so.

4. Develop a summary statement with the group indicating appreciation for the individual accomplishments of its members.

---

Evaluation:
Student individually written responses to interpersonal questions and participation in summary statement.

# MECCA ACTIVITY PLAN

TITLE: CHANGING YOUR IMAGE (LA50) SUGGESTED GRADE LEVEL: 4-6

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

GOAL 1: SELF AWARENESS
OBJ. 1.1 Is aware of personal characteristics including strengths and limitations by (1.1C) assessing personal limitations and setting goals for improvement.
OBJ. 1.2 Exhibits a positive self concept by (1.2D) reacting positively to constructive criticism.
GOAL 3: DECISION MAKING
OBJ. 3.7 Sets and carries out short term and long range goals by (3.7C) planning long range personal goals and (3.7D) identifying goals already reached.

---

Materials:
Activity Sheet A Changing my Image (one per student)
Pencils

---

Activities: Teacher Comment:

1. Ask students to use Activity Sheet A by folding it on the dotted line and listing characteristics of their appearance they feel are positive and those they would like to change.

2. Ask students to research care of hair, teeth, nails, skin, weight, etc. and to list those things they would like and be able to change in their appearance.

3. Ask students to unfold the second part of the paper and to use this section to develop a plan for daily activities to help them reach the changes they desire.

---

Evaluation:
1. Student ability to list realistic characteristics of appearance, and possibilities for change in appearance.
2. Student identification of daily activities that can improve appearance.

## My Image - Personal Appearance

Things I Like About the Way I Look:

Things I'd Like to Change About the Way I Look:

---

Daily Activities That Will Help Me Look the Way I Want:

1.

2.

3.

4.

5.

# MECCA ACTIVITY PLAN

TITLE: STRENGTHS (LA8) SUGGESTED GRADE LEVEL: 4-6

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

GOAL 1: SELF AWARENESS
OBJ. 1.1 Is aware of personal characteristics including strengths and limitations by (1.1C) assessing personal limitations and setting goals for improvement.

---

Materials:
Activity Sheet A Strengths (one per student)
Paper and pencils

---

Activities: Teacher Comment:

1. Give each student a copy of Activity Sheet A - Strengths and ask students to list as many strengths as they can for each heading.

2. In a group, ask students to share their listed strengths. Develop a list on the chalkboard of the combined group strengths.

3. Ask students to identify areas on their own lists that can be improved and to think of positive steps they can make toward that improvement.

4. Ask students to complete the goal statement.

---

Evaluation:
Student participation in completing list of strengths, identifying self limitations and developing a goal statement for improvement.

## Strength Headings

Directions: List as many things you do well in each of the following categories.

1. School subjects.

2. Sports.

3. Skills and Talents.

4. Self.

5. People Skills.

6. Other strengths I have.

Now, stop and share your strengths with others. Develop a list of skills that members of your class, or group, have as a group.

---

(This section to be completed following group listing of strengths.)

GOAL STATEMENT: In ____________________________ strength area,

I would like to develop________________________________________

______________________________________________________________.

I can do this by doing ________________________________________

______________________________________________________________

______________________________________________________________

and can expect to make progress by (date)_____________________.

## MECCA ACTIVITY PLAN

TITLE: JOB DESCRIPTIONS (LA73) SUGGESTED GRADE LEVEL: 4-6

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS/EXPLORATION

GOAL 3: DECISION MAKING
OBJ. 3.2 Is able to use the decision making processes (3.1D) by using appropriate information sources for making decisions.
GOAL 4. WORK HABITS AND ATTITUDES
OBJ. 4.1 Demonstrates initiative and independence by (4.1D) being able to work independently.
GOAL 5: DEVELOPS LISTENING SKILLS
OBJ. 5.4 Uses objective and critical thinking (5.4B) by utilizing basic research skills in problem solving.

---

Materials:
Dictionary of Occupational Titles or other career information resource, such as, Micro CHOICES work sheet descriptions
Chalkboard and chalk
Paper and pencils

---

Activities: Teacher Comment:

1. Discuss the occupation of a "teacher" with the group. Talk about the activities of the job and with the students draw up a "job description".

2. Discuss, also, desirable character traits of a teacher, such as patience, liking to help people, etc.

3. Ask students to solve the problem of developing a job description for a particular TV or fictional character. Included in this description should be the activities of the job, requirements for the job, and desirable character traits.

4. Ask students to share the descriptions they have written.

5. Develop a board list with one "character" along side the previously developed list and description of "teacher". Compare the traits and activities.

---

Evaluation:
Student ability to work independently, make own decisions and compare the traits and activities of the teacher with a fictional character.

## MECCA ACTIVITY PLAN

TITLE: DAILY MATH LOG (MS29) SUGGESTED GRADE LEVEL: 4-6

INFUSION: MATH LEVEL: EXPLORATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS
OBJ. 5.5 Uses computational skills effectively by (5.5B) applying computational skills to school and non-school activities.
GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER
OBJ. 6.4 Relates personal skills to subjects learned in school by (6.4B) identifying skills of working parents that qualify them for their jobs.

---

Materials:
Paper and pencils
Chalkboard and chalk
Activity Sheet A Letter to Parents (one per student)

---

Activities: Teacher Comment:

1. Ask students to keep a daily log of the ways their family members use math in their daily lives.

2. Collectively review the logs and list the many daily applications on the board. Draw a connection between what is learned in math class in school and the occupational math needs of family members.

3. Graph the number of uses of math found in occupational roles of the family.

---

Evaluation:
Student log of family members use of math and understanding of the connection between school learned mathematics and job needs.

DEAR FAMILY MEMBER:

Our class is studying about the ways mathematics are used in various jobs. As a part of this study, we are asking students to keep a log of the ways family members use mathematics in their jobs. This could, for example, be the use of measurements in cooking; figuring out time cards; finding out the exact measurement of a piece of wood; that is, whatever is appropriate to the job.

Please help us by giving this information to your student. We will report back to you the number of different ways we find math used in the jobs of the class family members.

Thank you.

Sincerely,

# MECCA ACTIVITY PLAN

TITLE: WHAT DO I DO WELL (LA14/SS1) SUGGESTED GRADE LEVEL:4-6

INFUSION: LANG. ARTS/S. STUDIES LEVEL: AWARENESS

GOAL 1: SELF AWARENESS
OBJ. 1.1 Is aware of personal characteristics including strengths and limitations; (1.1C) assesses personal limitations and sets goals for improvement.

---

Materials:
Activity Sheet A. What do I do Well? (one per student)
Activity Sheet B. Contract
Pencils and paper

---

Activities: Teacher Comment:

1. Read the items on Activity Sheet A with students in order to clarify any meanings which are unclear.

2. Ask students to complete the activity sheet.

3. Talk about the importance of using an activity like this to help ourselves understand more about what we like or dislike.

4. Ask each student to set one goal, or determine one area, to work on improving during the next grading period.

5. If appropriate, have students draw up a contract for improvement.

---

Evaluation:
1. Student participation in activities and discussion.
2. Completed activity sheet A.
3. (option) Contract for improvement

## What I Do Well

Directions: Mark an X in the chosen column.

| | Very Good | Pretty Good | Not so Good |
|---|---|---|---|
| 1. Swimming | | | |
| 2. Tennis | | | |
| 3. Team-games (like baseball) | | | |
| 4. Music (singing, instrumental) | | | |
| 5. Art (drawing, painting, ceramics) | | | |
| 6. Writing (poetry, stories, news) | | | |
| 7. English (school writing, literature) | | | |
| 8. Arithmetic (mathematics of all kinds) | | | |
| 9. Science (life science, chemestry, etc.) | | | |
| 10. Social Studies (about the world, government) | | | |
| 11. Home chores (whatever you do to help!) | | | |
| 12. Earning spending money (job or chores) | | | |
| 13. Working out problems through reasoning | | | |
| 14. Working with my hands (sewing, shop work, gardening) | | | |
| 15. Memorizing (poems, lists, foreign words,etc) | | | |

# Student Contract

I, ______________________________ have completed the Activity sheet, What I do Well" and find I do a lot of things "very good" or "pretty good". Some things listed I am not interested in doing; but of those listed which I marked "not so good", I would like to work on the following during this marking period. These are, along with the steps I plan to take for improvement:

| I wish to improve: | I will do this by: |
|---|---|
| ______________________ | ______________________________ |
| ______________________ | ______________________________ |

| | |
|---|---|
| ______________________<br>(Student signature) | ______________________________<br>(Teacher signature) |
| ______________________<br>(Date) | ______________________________<br>(Date) |

(Following the marking period)
I certify the above named student has
completed this contract.

______________________________
(Teacher signature)

______________________________
(Date)

# MECCA ACTIVITY PLAN

TITLE: UNIQUE CHARACTERISTICS (LA318) SUGGESTED GRADE LEVEL: 4-6

INFUSION: LANGUAGE ARTS LEVEL: EXPLORATION

GOAL 1: SELF AWARENESS
OBJ. 1.1 s aware of personal characteristics including strengths and limitations by (1.1D) identifying personal characteristics which are valued and describes the use of these in school.

---

Materials:
Activity Sheet A Checklist (one per student)
Paper and pencils

---

Activities: Teacher Comment:

1. Discuss physical, intellectual, and emotional characteristic which make people unique.

2. Ask students to add to the list any other characteristics of individuals they choose.

3. Ask students to copy all the characteristics they feel apply to them. Ask them to underline those they feel are strengths they possess.

4. Give students Activity Sheet A for completion.

5. Ask students to look over their responses to the Activity Sheet A and choose one item they would be willing to share with the group by describing the value of possessing this characteristic in school.

---

Evaluation:
1. Student identification of personal characteristics which are strengths and limitations.
2. Student discussion of the value of possessing certain personal characteristics in the school context.

LA318-A

## UNIQUE CHARACTERISTICS CHECKLIST

### PHYSICAL

Tall
Short
Fat
Skinny
Dark Hair
Light Hair
Dark Skin
Light Skin
Broad Shoulders
Large Feet
Large Hands
Small Hands

### INTELLECTUAL

Fast Thinker
Slow Thinker
Good Judgement
Speaks more than 1 Language
Stutterer
Manipulator
Studies Hard
Reasons Well
Speculator
Evaluator
Contemplator
Concentrator

### EMOTIONAL

Happy
Sad
Frustrated
Excited
Scared
Secure
Boring
Angry
Unpredictable
Confused
Upset
Depressed

# MECCA ACTIVITY PLAN

TITLE: TEACHER DECISIONS (SS8)     SUGGESTED GRADE LEVEL: 4-6

INFUSION: SOCIAL STUDIES     LEVEL: AWARENESS

GOAL 3: DECISION MAKING
OBJ. 3.5 Recognizes the variety of settings in which decisions are made and the influences on decision making by (3.5B) describing the contexts in which decisions are made and listing ways decisions are influenced by significant others and by circumstances.

---

Materials:
Paper and pencil

---

Activities: Teacher Comment:

2. Discuss with the group the typical kinds of decisions each of them makes from morning to evening; list these on the chalkboard.

3. Add to this a second list of decisions made each day by the teacher.

4. Compare decisions made by the teacher and students and decide which of the decisions are similar in nature.

5. Discuss the ways in which our decisions are influenced by others and by circumstances and how our decisions affect others.

---

Evaluation:
1. Student participation in listing of decisions and discussion of influences on decisions.
2. Student discussion indicating understanding of the ways their own decisions affect others.

# MECCA ACTIVITY PLAN

TITLE: ROLE-PLAY INTERVIEWS (LA136) SUGGESTED GRADE LEVEL: 4-6

INFUSION: LANGUAGE ARTS LEVEL: PREPARATION

GOAL 4: WORK HABITS AND ATTITUDES
OBJ. 4.2 Exhibits a positive work attitude by (4.2E) identifying attitudes of self and others that contribute to successful task accomplishments.

---

Materials:
Chalkboard and chalk
Paper and pencils

---

Activities: Teacher Comments:

1. Discuss positive and negative attitudes on the job (or in school). List these on the board.

2. Ask three students to role-play the following:

Two prospective employees come for an interview with the personnel manager of a company. One applicant has a good attitude and has the skills needed for the job. The other applicant has a few skills, but a negative attitude. Which will the personnel manager hire?

3. Ask the remainder of the group to list on paper the negative and positive work attitudes displayed by the role-players and the skills each has identified.

4. Discuss the problems that will accompany working with a person who has a negative attitude. Draw comparisons between attitude on the job and in school. Ask, how does school prepare you for the work world?

---

Evaluation:
Students identify attitudes of self and others that contribute to successful task accomplishment.

## MECCA ACTIVITY PLAN

TITLE: MEASUREMENT FAIR (MS5)      SUGGESTED GRADE LEVEL:4-6

INFUSION: MATHEMATICS      LEVEL: AWARENESS

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS
OBJ. 5.6 Relates computational skills to careers by (5.6B) identifying a variety of activities and tasks of self and others which require computation.

---

Activity Sheets A, B
Library resources for prior information regarding Pharamicist - metric measure; police officer - local speed laws; homemaker - sewing and cooking measures; football referee - yardage and downs measures.
Pencils

---

Activities: Teacher Comment:

1. Discuss with students the four occupations on the Activity Sheet which depend on mathematic skills.

2. Ask students to complete Activity Sheet A, B.

3. Use Activity Sheet A as a discussion guide as students answers are checked.

---

Evaluation:
Student identification of a variety of activities and tasks of self and others which require computation by conmpleting Activity Shet A and B.

===================================================================

## Measurement Fair Study Sheet

1. How is measurement important to Mr. Smith when he referees a football game?

Does he use pounds/ounces; feet/yards; or the metric system?

2. In what ways does Mr. James, the pharmacist use measurement?

Does he use pounds/ounces; feet/yards; or the metric system?

3. Mr Warren, a police officer in Vineland, must understand how to use measurement. How does he use it?

Does he use pounds/ounces; feet/yards; or the metric system?

4. Mrs. Adams does baking and cooking. Why does she need to know about measurement?

When Mrs. Adams makes the punch, what kind of measurement does she use? Pounds/ounces; feet/yards or metric measures?

What happens if Mrs. Adams does not follow the directions on the recipe and measures the wrong amount?

5. The following chart lists ways members of my family use measurement.

| Family Member | Use of Measurement |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

6. The following lists the ways I use measurement in school and at home.

| School | Home |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

7. In the above list, I see that I use (metric, yards, inches) most for measurement in everyday life.

(Student name)

# MECCA ACTIVITY PLAN

TITLE: DON'T LOSE IT (SS80) SUGGESTED GRADE LEVEL: 4-6

INFUSION: SOCIAL STUDIES LEVEL: EXPLORATION/PREPARATION

GOAL 4: WORK HABITS AND ATTITUDES
OBJ. 4.2 Exhibits positive work attitudes by (4.2D) identifying the positive aspects of work.

---

Materials:
Paper and pencils
Colored pencils, crayons and construction paper

---

Activities: Teacher Comment:

1. Generate from students a list of possible reasons for a person to be fired from a job. Some of these may be the following: a. Is careless; b. Is unwilling to follow rules; c. Is lazy; d. Is absent or tardy without cause; e. Is a trouble-maker; f. Pays too much attention to outside interests; g. Lacks initiative; h. Has too little or too much ambition; i. Is disloyal; j. Is irresponsible; k. Shows lack of adaptability; l. Has been left behind in change of technology; m. Poor economic conditions required a bumping of staff.

2. Ask students to choose one of the reasons listed and develop an illustration of a situation before and after the firing. On the back of the picture, ask students to write 1-2 strategies the person could have used to avoid the termination of employment.

3. Share student products in a group and summarize with a list of positive work habits.

---

Evaluation:
1. Student participation in generating possible reasons for firing and listing of positive work habits.
2. Student products illustrating an identification with a positive aspect of work.

# MECCA ACTIVITY PLAN

**TITLE: OUR WORKING ATTITUDES (LA22) SUGGESTED GRADE LEVEL: 4-6**
**(SS8)**

**INFUSION: LANG. ARTS/S.STUDIES LEVEL: AWARENESS**

**GOAL 4: WORK HABITS AND ATTITUDES**
**OBJ. 4.6 Practices positive work habits by (4.6B) identifying, valuing, and practicing such work habits as honesty, dependability and punctuality.**

---

**Materials:**
Activity Sheet A Our Working Attitudes (one per student)
Pencils

---

| **Activities:** | **Teacher Comment:** |
|---|---|
| 1. Ask students to list the positive and negative work habits they have observed in students doing school work. | |
| 2. Give students Activity Sheet A for reading and completing. Explain that these examples are obtained from working situations. | |
| 3. Ask students to compare the habits in the working situations to habits used in school. | |
| 4. Discuss with students the effects of positive and negative work habits on work situations and in school. Emphasize the effect they have on relationships with other people. | |
| 5. Ask students to list the personal qualities they have identified on their Activity Sheet which support positive work attitudes. | |

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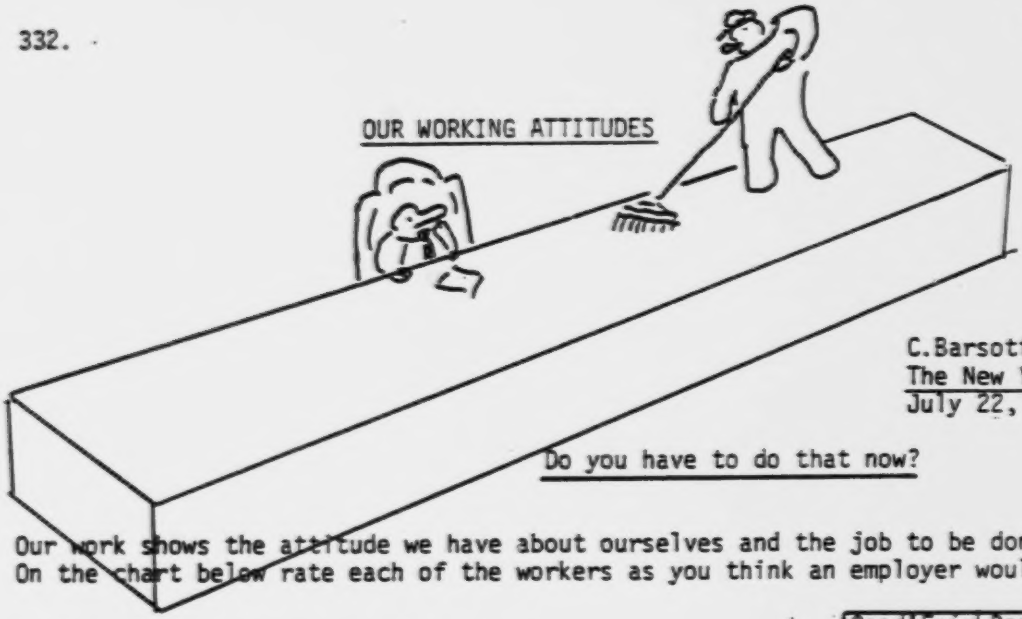
**Evaluation:**
1. Student participation in discussion identifying positive and negative work habits and attitudes.
2. Student completion of Activity Sheet including a list of personal qualities which support positive work attitudes.

## OUR WORKING ATTITUDES



C.Barsotti
The New Yorker
July 22, 1985

Do you have to do that now?

Our work shows the attitude we have about ourselves and the job to be done. On the chart below rate each of the workers as you think an employer would.

| | Good | Fair | Poor |
|---|---|---|---|
| 1. J. Smith. This job is only for the summer. Why should I do my best? I'll do just what they tell me and no more. | | | |
| 2. B.Williams. I may not like everyting about this job, but I'm going to do the very best I can. | | | |
| 3. S. Johnson. This job is just like the other jobs I've had. I don't like it. I think I'll quit. I'm sure I can find a better job if I want to. | | | |
| 4. P. Davis. I'm so glad I have this summer job. I'm going to get as much work experience as I can so I can get the job I want later. I'm going to show myself and others that I can do good work. | | | |
| 5. S. Palson. My time is worth more than anyone else's in this organization. Other people can just wait until I get my job done. | | | |
| 6. S. Owens. I'm worth more than I'm paid here so I don't need to put out my best efforts. I'll do what is necessary, but no more." | | | |

If you were the employer, which worker would you want?__________________

List personal qualities which support positive work attitudes.____________

____________________________________________________________

MECCA ACTIVITY PLAN

TITLE: FAMILY ROLE-PLAY (SS32) SUGGESTED GRADE LEVEL: 4-6

INFUSION: SOCIAL STUDIES LEVEL: AWARENESS/EXPLORATION

GOAL 2: INTERPERSONAL SKILLS
OBJ. 2.5 Affirms the need for positive interpersonal relationships by (2.5D) identifying reasons interpersonal relationships are important.

---

Materials:
Activity Sheet A Family Role Play (one per student)
Paper and pencils

---

Activities: Teacher Comment:

1. Give students Activity Sheet A. to read over.

2. Students decide where to do the activities, taking into consideration the needs and intrestö of family members. The group decides how and when each family member can participate in individual activities without interfering with other family members.

4. Summarize by reviewing group consensus decisions and reinforcing the need for positive interpersonal relationships in the family.

---

Evaluation:
Student participation in discussion and development of final consensus.

==============================================================

## Family Role-Play (SS32)

The family for role-play lives in a house with these rooms:

a. An eat-in kitchen

b. Four bedrooms and one bathroom

c. Living room with a piano

==============================================================

The family members are:

1. GRANDMOTHER. is 70 years old, she likes to knit and must take a nap after supper around 6-7 p.m.
2. FATHER is 45, he works 11 p.m. to 7 a.m. and sleeps from 3-10 p.m. which allows him to do other activities such as golfing, fishing, carpentry during the daytime.
3. MOTHER works from 3 to 11:30 p.m. as a nurse. This allows her to sleep from 12 midnight - 7 a.m. During the day she spends time with father, does housework, ceramics and works on church projects. She, also, sings in the church choir.
4. JEAN is 15, she attends school during the day. She needs to practice cheerleading and piano.
5. JIM is 18, working on a part-time job while going to school during the morning. He works as a musician in a rock band playing drums from 6-11 p.m. He must practice from 1 p.m. to 4 p.m. daily.

==============================================================

## MECCA ACTIVITY PLAN

TITLE: RULES TO FOLLOW (LA109/SS43) SUGGESTED GRADE LEVEL: 4-6

INFUSION: SOCIAL STUDIES/LANGUAGE A. LEVEL: AWARENESS

GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY
OBJ. 9.2 Uses job seeking and job holding skills through (9.2C) knowing the reasons for rules, regulations, and standards on a job.

---

Materials:
Paper and pencils
Chalkboard and chalk

---

| Activities: | Teacher Comments: |
|---|---|
| 1. Discuss classroom rules and the reasons they are necessary. Include an explanation of regulations and standards on a job and relate these to school regulations. List these on the chalkboard under columns 1)school and 2)job. | |
| 2. Ask students to imagine they are teachers in the school and to think of rules and regulations/standards which teachers must follow. | |
| 3. Ask students to write a paragraph which tells about the "imagined" teacher's reaction to the rules which must be followed. Include the reasons for the rules. | |
| 4. Assign students to small groups for sharing of written paragraphs. Have each group elect a recorder and chairperson. Recorders report to the class as a whole a list of "imagined" teacher rules, regulations, and standards and the justification for these rules. | |

---

Evaluation:
1. Task related social participation of students in small groups.
2. Quality of written paragraph indicating understanding of rules, regulations and standards on a job.

# MECCA ACTIVITY PLAN

TITLE: MAKING CHANGE (MS17) SUGGESTED GRADE LEVEL: 4-6

INFUSION: MATHEMATICS LEVEL: PREPARATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS
OBJ. 5.5 Uses computational skills effectively by (5.5B) applying computational skills to school activities.

---

Materials:

| | | |
|---|---|---|
| Activity Sheet A | Play Money | (one per student |
| Activity Sheet B | Making Change | (one per student) |
| Pencils | | |

---

Activities: Teacher Comment:

1. Discuss the purpose of money, how we acquire it, expenses that must be met, where it is printed and coined.

2. Using play money show the various combinations needed to make change of the same amount. Show how to make change from different denominations of bills.

3. Ask students to verbally tell how to make change for the following amounts: $3.98; $15.25; $45.28.

4. Demonstrate on the Activity Sheet an example of using two combinations for each given amount. Stress there are different combinations that can be used to equal a dollar amount.

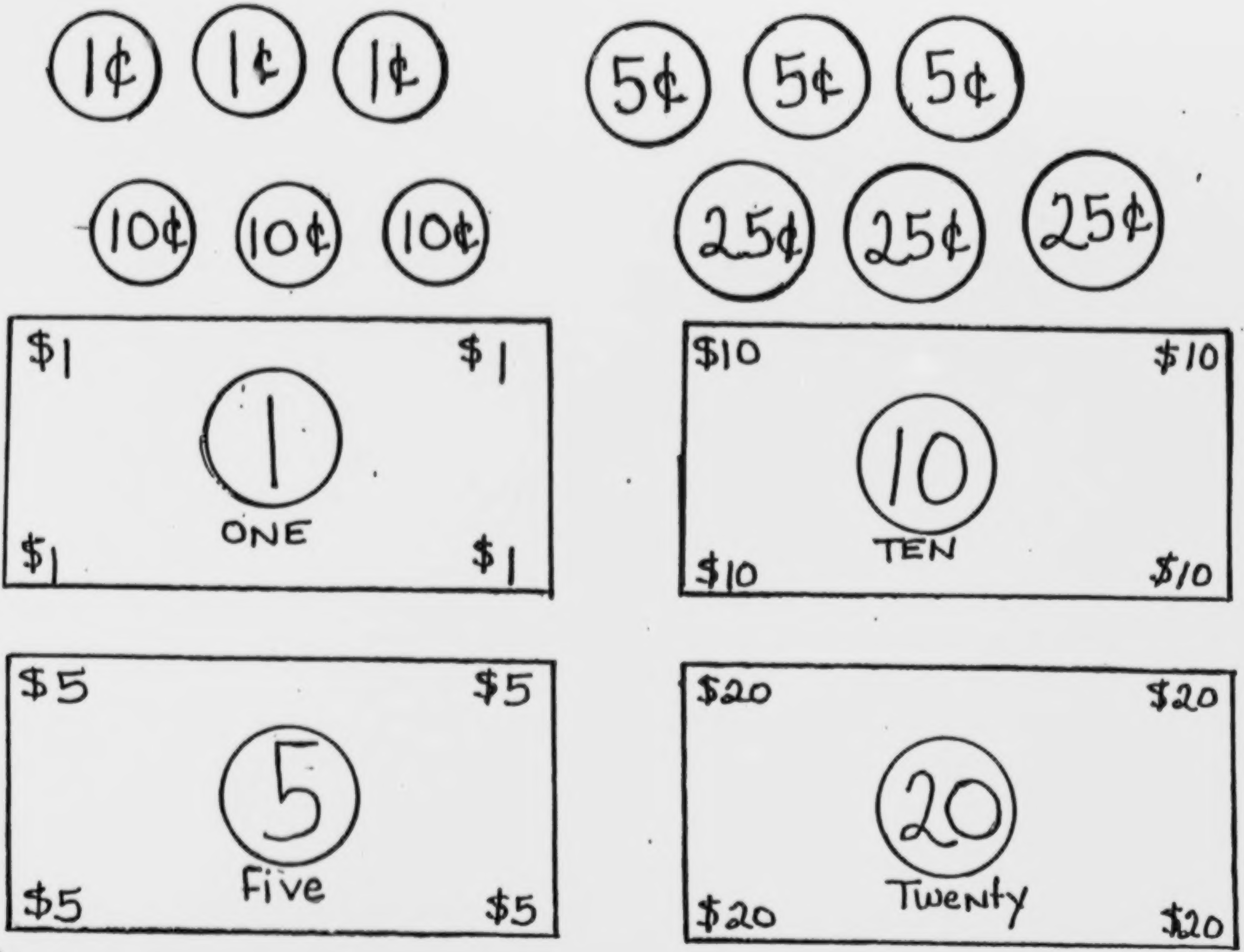
5. Students complete Activity Sheet B. and discuss the correct answers. (Note: it is interesting to keep track of the number of combinations the group comes up with for each amount.)

---

Evaluation:
Student accurate completion of Activity Sheet B showing amounts computed in making change.

MS17 -A

# PLAY MONEY


1¢
1¢
1¢
5¢
5¢
5¢
10¢
10¢
10¢
25¢
25¢
25¢
$1
$1
1
ONE
$1
$1
$10
$10
10
TEN
$10
$10
$5
$5
5
Five
$5
$5
$20
$20
20
Twenty
$20
$20

## MAKING CHANGE

### Denominations of Change

| | | Cents | | | | | Dollars | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Change | 1 | 5 | 10 | 25 | 50 | 1 | 5 | 10 | 20 |
| 1. | $ 5.98 | 3 | 1 | 1 | 1 | 1 | | 1 | | |
| 2. | $ 5.98 | | | | | | | | | |
| 3. | $13.57 | | | | | | | | | |
| 4. | $13.57 | | | | | | | | | |
| 5. | $47.29 | | | | | | | | | |
| 6. | $47.29 | | | | | | | | | |
| 7. | $68.81 | | | | | | | | | |
| 8. | $68.81 | | | | | | | | | |
| 9. | $37.68 | | | | | | | | | |
| 10. | $37.68 | | | | | | | | | |
| | | | | | | | | | | |

### DIRECTIONS

1. Example demonstrates a possible combination used to make amount of change given.

A. To make $5.98 you need
   1 - five dollar bill
   1 - half dollar
   1 - dime
   1 - nickel
   3 - pennies

B. This is one possible combination - see if you can make 2 combinations for each.

## MECCA ACTIVITY PLAN

TITLE: BRING ME THE CHECK (MS33) SUGGESTED GRADE LEVEL: 4-6

INFUSION: MATHEMATICS LEVEL: PREPARATION

GOAL 5: COMMUNICATION AND COMPUTATIONAL SKILLS
OBJ. 5.5 Uses computational skills effectively by (5.5B) applying computational skills to school and non-school activities.

---

Materials:
Paper and pencils
Activity Sheet A, B (per two students)

---

Activities: Teacher Comment:

1. Ask students to pick their favorite meats, salad, and desserts and list them on paper.

2. Using menus, ask students to compute the cost of the meal.

3. Ask students what the restaurant owner's profit will be that day if he serves only lunch to the number of students in the room.

4. Add the total prices of all students' meals and estimate the cost of the food to the owner. Estimate overhead including food preparation, waiters, etc.

5. Continue computation of owner's profit, but emphasize that this figure does not include overhead of building rental or ownership, taxes, utilities.

---

Evaluation:
1. Student participation in discussion and understanding of the concept of "overhead".
2. Student accuracy in computing cost of meals.

# MINI MALL
# Pizza Restaurant

*Call 721-3165*

Mini Mall
Ernston Road, Sayreville, N.J.

## *Appetizers*

| | | | |
|---|---|---|---|
| SMALL ANTIPASTO | $2.30 | LARGE ANTIPASTO | $3.50 |
| GREEN SALAD | .95 | MUSSELS | 2.50 |
| CLAMS OREGANATO | 2.40 | CLAMS ON HALF SHELL | 2.40 DZ. |
| GARLIC BREAD | .85 | FRENCH FRIES | .70 |

## *Spaghetti*

| | | | |
|---|---|---|---|
| TOMATO SAUCE | $1.85 | MUSHROOM SAUCE | $2.65 |
| MEAT BALLS | 2.75 | WITH SAUSAGE | 2.75 |
| MEAT SAUCE | 2.55 | GARLIC AND OIL | 1.95 |
| MARINARA | 2.25 | BUTTER SAUCE | 1.95 |

## *Macaroni*

(ALL KINDS ON ORDER)

| | |
|---|---|
| ZITI, TOMATO SAUCE | $1.95 |
| BAKED ZITI | 2.50 |
| BAKED RAVIOLI | 2.50 |
| BAKED MANICOTTI | 2.50 |
| BAKED SHELLS | 2.50 |
| LASAGNA, MEAT | 2.75 |

## *Ravioli*

(CHEESE AND MEAT)

| | |
|---|---|
| TOMATO SAUCE | $2.30 |
| MEAT BALLS | 3.10 |
| MEAT SAUCE | 2.90 |
| SAUSAGE | 3.10 |
| MUSHROOM SAUCE | 3.10 |

EGG PLANT PARMIGIANA DINNER.....$3.50

## *Veal*

(SERVED WITH SPAGHETTI OR ZITI)

| | | | |
|---|---|---|---|
| VEAL CUTLET | $3.70 | VEAL SCALAPPINE (ALLA MARSALA) | $4.25 |
| VEAL CUTLET PARMIG | 3.95 | VEAL SCALAPPINE (MARSALA MUSHROOM) | 4.60 |
| VEAL AND PEPPERS | 3.50 | | |
| SAUSAGE AND PEPPERS | 3.50 | | |

## *Sea-Food*

(SPAGHETTI, ZITI OR LINGUINI)

| | | | |
|---|---|---|---|
| WHITE OR RED CLAM SAUCE | $2.50 | MUSSELS, MARINARA SAUCE | $3.00 |
| BAKED SHRIMP PARMIG | 4.50 | SHRIMP MARINARA | 4.50 |
| SHRIMP IN BASKET | 4.10 | SHRIMP SCAMPI | 4.50 |

## *Chicken*

| | | | |
|---|---|---|---|
| CHICKEN-IN-BASKET WITH FRENCH FRIES | 3.50 | CHICKEN PARMIGIANA | $3.50 |

*Take Out Service*

344.

MS33 -B

Open Daily - 6 Days
11:00 A.M.-12:00 P.M.

CLOSED TUESDAY
FRIDAY & SAT. 11 A.M. - 1 A.M.

## Sandwiches

(HOT)

| | | | |
|---|---|---|---|
| STEAK W/MUSHROOMS | $2.25 | VEAL CUTLET | $2.20 |
| PIZZA STEAK | 2.10 | VEAL CUTLET PARMI | 2.50 |
| STEAK PEPPERS & ONIONS | 2.10 | VEAL AND PEPPERS | 2.20 |
| CHEESE STEAK | 1.90 | PEPPERS AND EGGS | 1.70 |
| STEAK W/WORKS | 2.60 | EGG PLANT PARMI | 1.90 |
| MEAT BALL PARMIGIANA | 2.00 | 6 1/4 OZ. HAMBURGER | 1.10 |
| SAUSAGE | 1.80 | SAUSAGE & PEPPERS | 2.00 |

MEAT BALLS...........$1.80

## Subs

PLEASE ORDER BY NUMBER

| | | |
|---|---|---|
| 1. | HAM, SALAMI, PROVOLONE | $1.80 |
| 2. | HAM, CAPICOLLA, PROVOLONE | 1.80 |
| 3. | PEPPERONI, PROVOLONE | 1.80 |
| 4. | SALAMI, CAPICOLLA, PROVOLONE | 1.80 |
| 5. | HAM, PROVOLONE | 1.80 |
| 6. | HAM, SALAMI, SPICED HAM, PROVOLONE | 1.90 |
| 7. | TURKEY ROLL, PROVOLONE | 1.90 |
| 8. | TUNA | 1.80 |
| 9. | TUNA, PROVOLONE | 2.10 |
| 10. | ROAST BEEF, PROVOLONE | 2.40 |
| 11. | ROAST BEEF | 2.10 |
| 12. | SPICED HAM, PROVOLONE | 1.50 |
| 13. | SPECIAL | 2.40 |

1/2 SUB AVAILABLE AT CHARGE...10¢ EXTRA
(3 FEET SUB) $18.50 (6 FEET SUB) $34.50
MUST BE ORDERED TWO DAYS IN ADVANCE

## Pizzas

| | LARGE | MED. |
|---|---|---|
| PLAIN | $3.25 | 2.60 |
| SAUSAGE | 4.00 | 3.40 |
| PEPPERONI | 4.00 | 3.40 |
| MUSHROOM | 4.25 | 3.40 |
| PEPPER & ONIONS | 4.40 | 3.55 |
| ANCHOVIES | 4.00 | 3.40 |
| FRESH GARLIC | 4.00 | 3.40 |
| MEATBALL | 4.00 | 3.40 |
| SALAMI | 4.00 | 3.40 |
| SPECIAL | 5.75 | 5.15 |

| | LARGE |
|---|---|
| SICILIAN PLAIN CHEESE | $5.25 |
| SICILIAN PEPPERS & ONIONS | 5.95 |
| SICILIAN PEPPERONI | 5.95 |
| SICILIAN SAUSAGE | 5.95. |
| SICILIAN ANCHOVIES | 5.95 |
| SICILIAN SPECIAL | 7.50 |

80¢ EXTRA FOR EACH ITEM ON PIE
70¢ FOR EXTRA CHEESE
$1.00 FOR EXTRA MUSHROOMS

# MECCA ACTIVITY PLAN

TITLE: IT'S HARD TO BE GENUINE (LA90) SUGGESTED GRADE LEVEL: 4-6

INFUSION: LANGUAGE ARTS LEVEL:AWARENESS/EXPLORATION

GOAL 4: WORK HABITS AND ATTITUDES
OBJ. 4.6 Practices positive work habits by (4.6B) identifying values and practices work habits such as honest, dependability, punctuality.

---

Materials:
Activity Sheet A It's Hard...when.." (one per student)
Pencils

---

Activities: Teacher Comment:

1. Talk with students about times when it is hard to be honest or genuine, such as, when you know your best friend took something and you hear the friend deny it; when a friend asks you if you like something he or she is wearing and you don't; when your teacher accuses one person of hitting someone and you saw another do the hitting.

2. Give students the activity sheet and discuss the items. Role-play a number of these.

3. Talk about the reactions to the role-plays in terms of responses. Ask the group to tell how they might have reacted. Work together to determine ways in which individuals might be more honest; and yet, not hurt another person. Vary or extend the activity by talking about how students react if they were in the other person's shoes: How would they react if a good friend told assumed responsibility for taking the teacher's pencils off the desk?

---

Evaluation:
Student participation in discussion and indication of valuing positive work habits and attitudes such as honesty and dependability.

## IT'S HARD TO BE GENUINE WHEN...

1. Cindy is missing some colored pencils from her desk. She tells the teacher that Joanie took them. You saw your good friend Mike take them. What do you do?
2. Your friend Steve just got a new basketball mitt. You think it looks cheap. He's excited about it and says, Wow! Isn't my new mitt neat?" What do you say?
3. A good friend of your family has promised to take you to Worlds of Fun in Kansas City today. You've told all your friends. An hour before you're supposed to leave, he calls and asks if it would be OK with you if you went to the art gallery instead. You don't want to go because you've been planning on Worlds of Fun. What do you do?
4. Sara is always in trouble. You hit Lee and because Sara is standing close, she gets blamed. Both Lee and the teacher think it was Sara. What do you do?
5. Your grandmother gave you a beautiful new dress. You really like it, but you have three good dresses already and you know you'll not get to wear it very often. You need and want some new slacks and tops which you would wear all the time. She says you may exchange it for another dress if you like. What do you do?
6. Ricky wants you to go to the movie with him. You want to go, but you just spent your last cent on a new model and you can't get any more advances from Mom and Dad. What do you do?
7. Sharon wants you to play at recess. You wanted to talk over a problem with Terri at recess. What do you do?

# MECCA ACTIVITY PLAN

TITLE: DID YOU KNOW (LA59) SUGGESTED GRADE LEVEL: 4-6

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS/EXPLORATION

GOAL 1: SELF AWARENESS
OBJ. 1.2 Exhibits a positive self concept by (1.2E) accepting individual differences of self and others.

---

Materials:

| | |
|---|---|
| Activity Sheet A | Did You Know (one per student) |
| Activity Sheet B | Answer Key (one copy for instuctor) |
| Pencils | |

---

Activities: Teacher Comment:

1. Discuss with students:
As we learn about each other, we notice there are many things we have in common (all students close to the same age). Practically everyone likes to wear jeans and many of us enjoy the same activities.
Emphasize:
   a. Everyone is different in some way and that is o.k.
   b. Sometimes the difference does not seem good to the person who possess it. No one wants to attract attention by being "way out" from everyone else. All of us have felt that way from time to time and we know how it feels to have people stare or make fun of us.
   c. We all like to feel that we are special, an individual, but, in school we like to be considered like our peers. You can be different and still be accepted--provided you accept yourself first.
2. Lead students into thinking of ways people are different that may cause others to be unkind; and point out that many FAMOUS PEOPLE were different because of handicaps.

3. Give students the Activity sheet and allow time for completion.

---

Evaluation:
Student discussion indicating acceptance of individual differences of self and others.

DIRECTIONS: Match the following famous people with their career and their handicaps. DO YOU KNOW.....

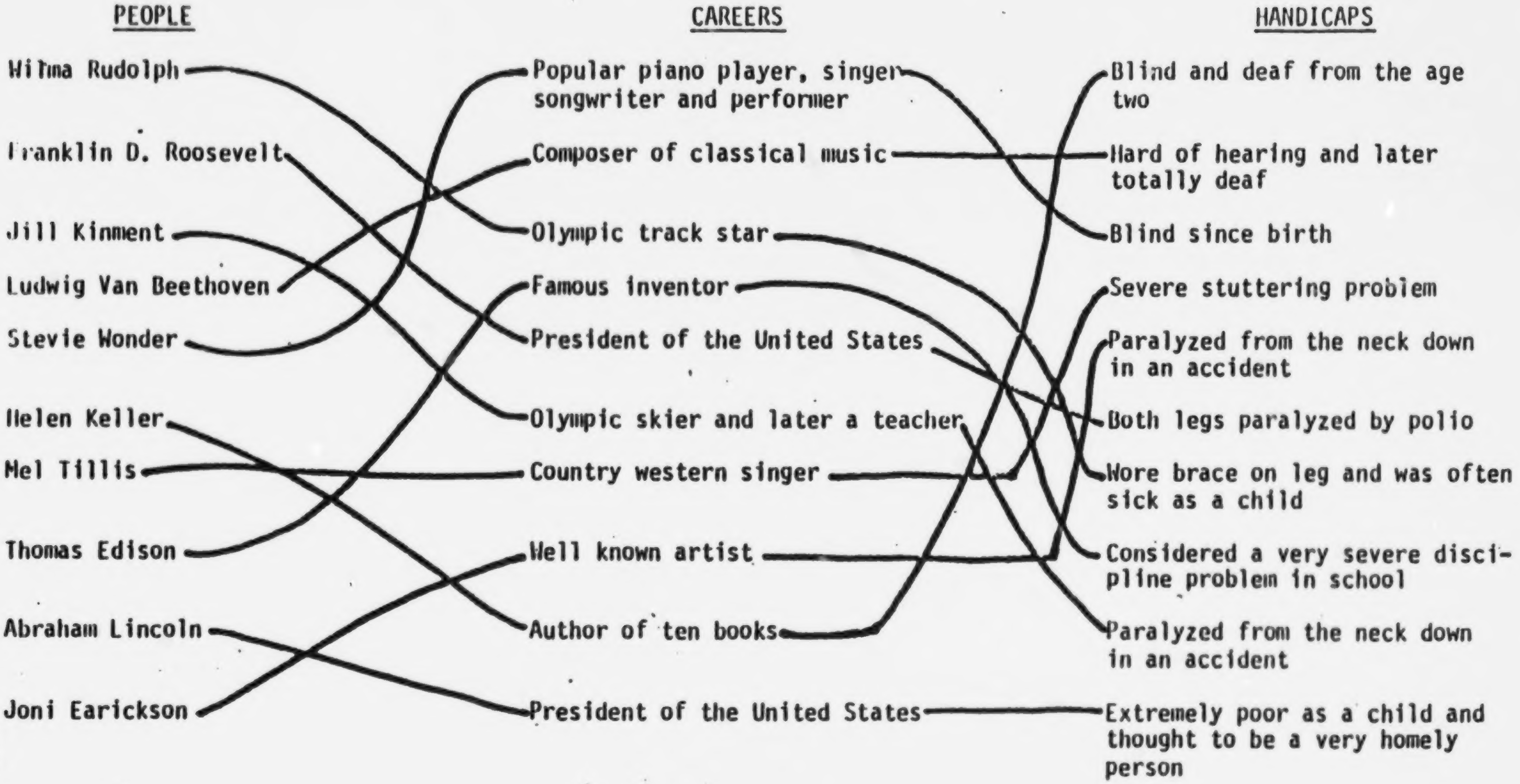
| | PEOPLE | CAREERS | HANDICAPS |
|---|---|---|---|
| 1. | Wilma Rudolph | Popular piano player, singer songwriter and performer | Blind and deaf from the age two |
| 2. | Franklin D. Roosevelt | Composer of classical music | Hard of hearing and later totally deaf |
| 3. | Jill Kinment | Olympic track star | Blind since birth |
| 4. | Ludwig Van Beethoven | Famous inventor | Severe stuttering problem |
| 5. | Stevie Wonder | President of the United States | Paralyzed from the neck down in an accident |
| 6. | Helen Keller | Olympic skier and later a teacher | Both legs paralyzed by polio |
| 7. | Mel Tillis | Country western singer | Wore brace on leg and was often sick as a child |
| 8. | Thomas Edison | Well known artist | Considered a very severe discipline problem in school |
| 9. | Abraham Lincoln | Author of ten books | Paralyzed from the neck down in an accident |
| 10. | Joni Earickson | President of the United States | Extremely poor as a child and thought to be a very homely person |

There are many other people who have overcome great handicaps to do great things. Perhaps you can think of some.

## DID YOU KNOW

Answer Sheet

DIRECTIONS: Match the following famous people with their career and their handicaps.



| PEOPLE | CAREERS | HANDICAPS |
|---|---|---|
| Wilma Rudolph | Popular piano player, singer songwriter and performer | Blind and deaf from the age two |
| Franklin D. Roosevelt | Composer of classical music | Hard of hearing and later totally deaf |
| Jill Kinment | Olympic track star | Blind since birth |
| Ludwig Van Beethoven | Famous inventor | Severe stuttering problem |
| Stevie Wonder | President of the United States | Paralyzed from the neck down in an accident |
| Helen Keller | Olympic skier and later a teacher | Both legs paralyzed by polio |
| Mel Tillis | Country western singer | Wore brace on leg and was often sick as a child |
| Thomas Edison | Well known artist | Considered a very severe discipline problem in school |
| Abraham Lincoln | Author of ten books | Paralyzed from the neck down in an accident |
| Joni Earickson | President of the United States | Extremely poor as a child and thought to be a very homely person |

There are many other people who have overcome great handicaps to do great things. Perhaps you can think of some.

## MECCA ACTIVITY PLAN

TITLE: I CAN (LA21)    SUGGESTED GRADE LEVEL: 4-6

INFUSION: LANGUAGE ARTS    LEVEL: AWARENESS

GOAL 4: WORK HABITS AND ATTITUDES
OBJ. 4.6 Practices positive work habits by (4.6B) identifying, practicing and valuing work habits such as honesty, punctuality, and dependability.

---

Materials:
Activity Sheet A What's My Attitude (one set per student)
Pencils and additional paper for writing goals

---

Activities:    Teacher Comment:

1. Discuss with students the ways in which one's attitudes and work habits affect working with other people.

2. Give students Activity Sheet A, allowing adequate time for completion.

3. Discuss responses students gave on the Activity Sheets. Talk about the way students feel when they are around people with positive or negative attitudes.

4. Emphasize "I can" and "I will try" attitudes.

5. Ask students to identify one area in which they would like to improve. Ask them to write this as a goal and indicate steps toward achieving that goal.

---

Evaluation:
Student completion of Activity Sheets and discussion indicating identification and valuing of positive work habits and attitudes.

What's My Attitude:

================================================================

## Negative and Positive Attitudes

Directions:

1. Look over the negative attitudes on the left of the page. Do you think you show any of these attitudes? Think about when and why you might.

2. On the right side of the page under the heading "Positive Attitudes" write in the opposite of the negative attitude listed in the left column and TELL WHEN you might show this positive attitude.

| Negative Attitudes | Positive Attitudes |
|---|---|
| 1. Rarely smile. | ______________________________<br>when I __________________________. |
| 2. Unwilling to change. | ______________________________<br>when I __________________________ |
| 3. Unable to see the other person's point of view. | ______________________________<br>when __________________________ |
| 4. Complain about nearly everything. | ______________________________<br>when __________________________ |
| 5. Blame others for my mistakes. | ______________________________<br>when __________________________ |
| 6. Very critical of others. | ______________________________<br>when __________________________ |
| 7. Think only of myself; ask, "What's in it for me?" | ______________________________<br>when __________________________ |

## MECCA ACTIVITY PLAN

TITLE: COMPUTING NJ SALES TAX (MS44) SUGGESTED GRADE LEVEL: 4-6

INFUSION: MATHEMATICS LEVEL: PREPARATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS
OBJ. 5.5 Uses computational skills effectively by (5.5B) applying computational skills to school and non-school activities.

---

Materials:
Activity Sheets A, B (one per two students)
Activity Sheets C, D
Pencils

---

Activities: Teacher Comment:

1. Discuss benefits citizens derive from sales tax revenue (ex. schools, hospitals, nursing homes, welfare, etc.)

2. Give each two students the Sales Tax Chart. Note that tax in NJ is now at 6%.

3. Give students sheet C and demonstrate filling in the necessary information and prices. Show how to add purchases and the use of the tax schedule to secure sales tax on the total.

4. List on the board the steps to be taken to fill in information and compute sales slip.

5. Check slips for accuracy and ask the students to list errors that a sales person can make (ex. giving wrong change; adding incorrectly; misreading prices of items,etc.) List these possibilities on the board.

6. Compare the list of steps in filling out a sales slip with the error list students have developed.

---

Evaluation:
Student ability to correctly complete sales slip and compute tax.

## New Jersey 5% State Sales Tax Chart

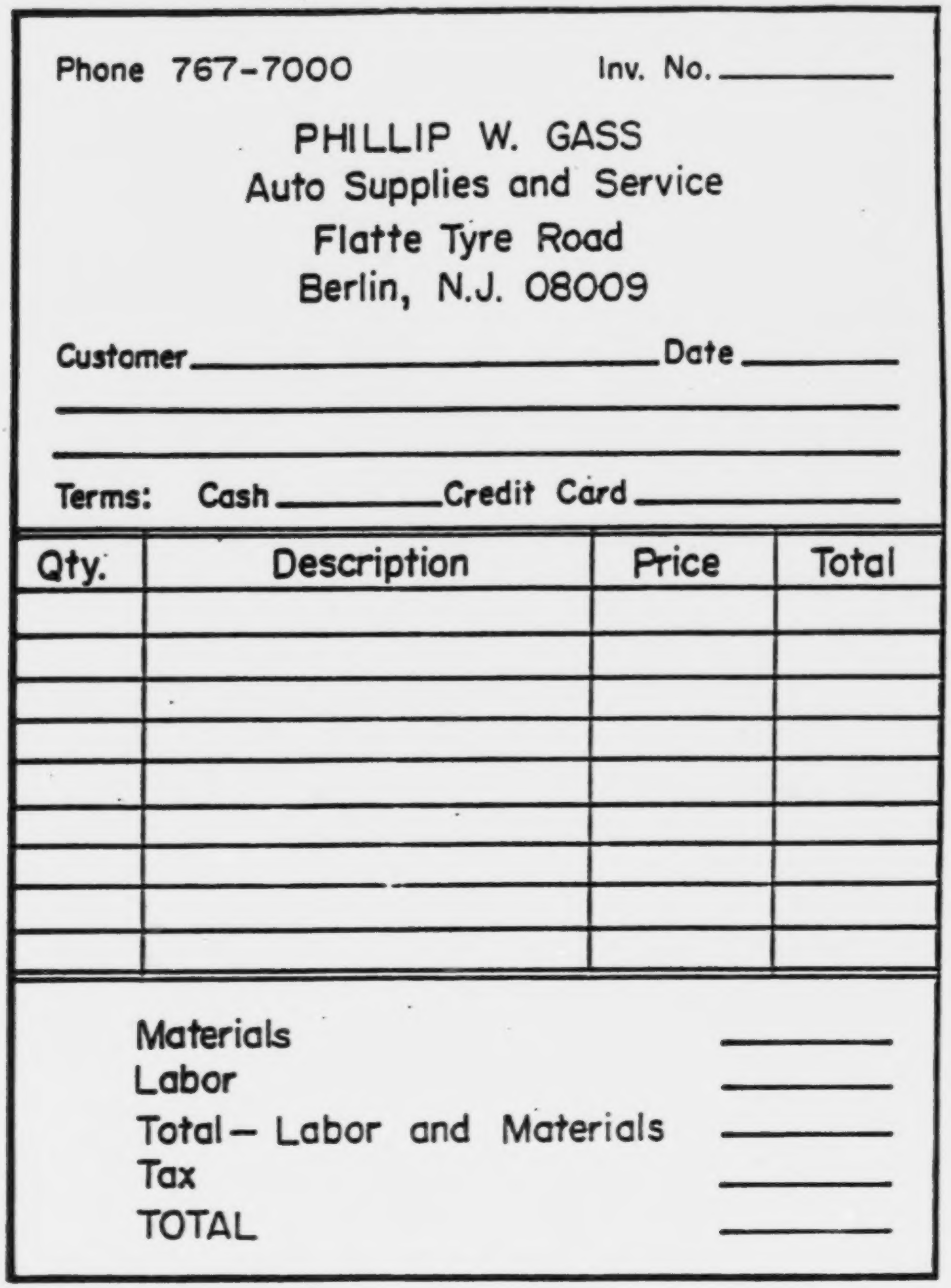
Amount of Sale--Tax

.01 - .10-------.00
.11 - .25-------.01
.26 - .46-------.02
.47 - .67-------.03
.68 - .88-------.04
.89 -1.10-------.05
1.11 -1.25-------.06
1.26 -1.46-------.07
1.47 -1.67-------.08
1.68 -1.88-------.09
1.89 -2.10-------.10
2.11 -2.25-------.11
2.26 -2.46-------.12
2.47 -2.67-------.13
2.68 -2.88-------.14
2.89 -3.10-------.15
3.11 -3.25-------.16
3.26 -3.46-------.17
3.47 -3.67-------.18
3.68 -3.88-------.19
3.89 -4.10-------.20
4.11 -4.25-------.21
4.26 -4.46-------.22
4.47 -4.67-------.23
4.68 -4.88-------.24
4.89 -5.10-------.25
5.11 -5.25-------.26
5.26 -5.46-------.27
5.47 -5.67-------.28
5.68 -5.88-------.29
5.89 -6.10-------.30
6.11 -6.25-------.31
6.26 -6.46-------.32
6.47 - 6.67-------.33
6.68 - 6.88-------.34
6.89 - 71.0-------.35
7.11 - 7.25-------.36
7.26 - 7.46-------.37
7.47 - 7.67-------.38
7.68 - 7.88-------.39
7.89 - 8.10-------.40
8.11 - 8.25-------.41
8.26 - 8.46-------.42
8.47 - 8.67-------.43
8.68 - 8.88-------.44
8.89 - 9.10-------.45
9.11 - 9.25-------.46
9.26 - 9.46-------.47
9.47 - 9.67-------.48
9.68 - 9.88-------.49
9.89 -10.10-------.50
10.11 -10.25-------.51
10.26 -10.46-------.52
10.47 -10.67-------.53
10.68 -10.88-------.54
10.89 -11.10-------.55
11.11 -11.25-------.56
11.26 -11.46-------.57
11.47 -11.67-------.58
11.68 -11.88-------.59
11.89 -12.10-------.60
12.11 -12.25-------.61
12.26 -12.46-------.62
12.47 -12.67-------.63
12.68 -12.88-------.64
12.89 -13.10-------.65
13.11 -13.25-------.67
13.26 - 13.46--------.67
13.47 - 13.67--------.68
13.68 - 13.88--------.69
13.89 - 14.10--------.70
14.11 - 14.25--------.71
14.26 - 14.46--------.72
14.47 - 14.67--------.73
14.68 - 14.88--------.74
14.89 - 15.10--------.75
15.11 - 15.25--------.76
15.26 - 15.46--------.77
15.47 - 15.67--------.78
15.68 - 15.88--------.79
15.89 - 16.10--------.80
16.11 - 16.25--------.81
16.26 - 16.46--------.82
16.47 - 16.67--------.83
16.68 - 16.88--------.84
16.89 - 17.10--------.85
17.11 - 17.25--------.86
17.26 - 17.46--------.87
17.47 - 17.67--------.88
17.68 - 17.88--------.89
17.89 - 18.10--------.90
18.11 - 18.25--------.91
18.26 - 18.46--------.92
18.57 - 18.67--------.93
18.68 - 18.88--------.94
18.89 - 19.10--------.95
19.11 - 19.25--------.96
19.26 - 19.46--------.97
19.47 - 19.67--------.98
16.68 - 19.88--------.99
19.89 - 20.10-------1.00

## Example Items for Sales Slip

| | | |
|---|---|---|
| (1) | 1 Basketball | @$12.50 |
| | 2 Volleyballs | @$ 8.95 |
| (2) | 1 Writing Pads | @$ 2.00 |
| | 3 Scratch Pads | @$ 1.75 |
| | 4 Rulers | @$ .75 |
| | 5 Pens | @$ .89 |
| (3) | 1 Portable Radio | @$29.95 |
| | 1 Adapter | @$ 4.99 |
| | 4 Batteries | @$ 1.25 |
| (4) | 1 Hammer | @$ 3.75 |
| | 1 Nails | @$ 1.19 |
| | 1 Pliers | @$ 2.00 |
| | 1 Screwdriver | @$ 1.59 |
| | 1 Screws | @$ .89 |

## SALES SLIP



Phone 767-7000 Inv. No. ____________

PHILLIP W. GASS
Auto Supplies and Service
Flatte Tyre Road
Berlin, N.J. 08009

Customer ________________________________ Date ____________

________________________________________________________

________________________________________________________

Terms: Cash ____________ Credit Card ________________

| Qty. | Description | Price | Total |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Materials ____________
Labor ____________
Total— Labor and Materials ____________
Tax ____________
TOTAL ____________

SALES SLIP

DATE__________

NAME______________________________

ADDRESS____________________________

CITY__________________STATE________

PHONE(___)________________________

TERMS= CREDIT CARD_________CASH______

| QTY. | DESCRIPTION | PRICE | TOTAL |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | SUB-TOTAL | | |
| | SALES TAX | | |
| | TOTAL | | |

## MECCA ACTIVITY PLAN

TITLE: CAREER/ACADEMICS/LEISURE (SS23)
SUGGESTED GRADE LEVEL: 4-6

INFUSION: SOCIAL STUDIES
LEVEL: AWARENESS

GOAL 10: LEISURE PREFERENCES AND PERSONAL RESPONSIBILITY
OBJ. 10.4 Relates the role of leisure to careers by (10.4C) showing how skills learned in leisure activites relate to career directions and recognizes (10.4D) that leisure activities can lead to employment.

---

Materials:
Paper and pencils
Drawing paper
Crayons/colored pencils

---

Activities:

Teacher Comment:

1. Introduce the concept of leisure and how different individuals manage their leisure time. Brainstorm with the group ideas for leisure activities. List these on the board.

2. Ask student to write the description of the person who likes to do certain of the activities. (Ex. person who plays football--good physical shape, endurance, likes outdoors, etc.)

3. Discuss activities student have listed and write beside these skills needed for the activities. Point out any tie to curriculum areas and occupations. Ask which of these leisure activities could possibly lead to employment.i

4. Ask students to think of 3-5 favorite leisure activities.

5. Give students drawing paper. Ask them to fold it in half, open it up and draw pictures of their favorite leisure activity on the left side, an occupation to which it may relate on the right side.

---

Evaluation:
Student participation in discussion and completed drawings indicating understanding of leisure preferences and relationships of leisure to employment.

## MECCA ACTIVITY PLAN

TITLE: SELF-EXPRESSION (LA11) SUGGESTED GRADE LEVEL:4-6

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

GOAL 1: SELF AWARENESS
OBJ. 1.5 Relates personal needs, values and interests to behavior, decisions and careers by (1.5D) understanding that one can use activities for self-expression.

---

Materials:
Paper and pencils
Chalkboard and chalk

---

Activities: Teacher Comment:

1. Ask students to make a list of all the things they have enjoyed during the past week. Include things from home, with friends, and at school. List these on the board and ask how these relate to personal interests. Ask how some items may relate to future career possbilities.

2. Ask students to note which of the activities listed were expressive rather than receptive or passive. Define "self-expressive" with the students.

3. Ask students to write a short paper describing an item from the chalkboard that would be their most favorite self-expressive activity. Ask them to state what they like about doing it.

---

Evaluation:
1. Student participation in brainstorming enjoyable activities.
2. Student writing describing a self-expressive activity.

# MECCA ACTIVITY PLAN

TITLE: PAYROLL IN THE BANK (MS19) SUGGESTED GRADE LEVEL: 4-6

INFUSION: MATHEMATICS LEVEL: PREPARATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS
OBJ. 5.5 Usees computational skills effectively to (5.5B) apply to school and non-school activities.
GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING
OBJ. 7.2 Evidences economic understanding by (7.2C) investigating sources of personal and family income.

---

| | |
|---|---|
| Activity Sheet A | Payroll (one per student) |
| Activity Sheet B | Answer sheet for teacher |
| Paper and pencils | |

---

Activities: Teacher Comment:

1. Discuss with student the differences between overtime pay and regular wages, payroll responsibilities, banking procedures related to payroll.

2. Give students Activity Sheet A for completion.

3. Check student answers for accuracy and summarize by talking about personal banking procedures (savings and checking accounts, how one goes about opening such accounts, people employed at the bank, etc.)

4. Ask students to find out sources of family payroll wages and what banking procedures are followed by the family and report back to the group.

(Option) Consider asking a bank employee to come talk with the group or take the group to visit a local bank during the hours it is closed. (This gives employees a chance to discuss student questions with them.)

---

Evaluation:
1. Student accuracy in completing Activity Sheet.
2. Student report of family income source and banking procedure.

## PAYROLL

The payroll check is very important. How the payroll is figured is important to the worker and to the employer.

Figure the weekly wages for the workers listed on the payroll sheet below. Any time worked over 40 hours per week will be overtime.

### MAJOR CONTRUCTION COMPANY

| Employee | M | T | W | T | F | Reg. Hr Rate | Over-time rate | Total Hrs. worked | | O.T. Wages | Reg. Wages | Total Wages |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Reg. | O.T. | | | |
| Adams | 8 | 10 | 8 | 8 | 8 | $ 5.25 | $7.87 | | | | | |
| Carter | 9 | 8 | 8 | 10 | 8 | 4.65 | 6.97 | | | | | |
| Farmer | 8 | 8 | 8 | 8 | 10 | 6.00 | 9.00 | | | | | |
| Foster | 10 | 10 | 8 | 10 | 8 | 4.50 | 6.75 | | | | | |
| Grant | 9 | 8 | 8 | 8 | 8 | 8.00 | 12.00 | | | | | |
| Luck | 8 | 8 | 8 | 8 | 8 | 6.00 | 9.00 | | | | | |
| North | 9 | 10 | 9 | 8 | 8 | 8.00 | 12.00 | | | | | |
| Porter | 8 | 9 | 9 | 8 | 8 | 4.85 | 7.27 | | | | | |

## ANSWER SHEET

| Employee | Hrs. Reg. | Worked O.T. | O.T. Pay | Reg. Pay | Total |
|---|---|---|---|---|---|
| Adams | 40 | 2 | $15.74 | $210.00 | $225.74 |
| Carter | 40 | 3 | 20.91 | 186.00 | 206.91 |
| Farmer | 40 | 2 | 18.00 | 240.00 | 258.00 |
| Foster | 40 | 6 | 40.50 | 180.00 | 220.50 |
| Grant | 40 | 1 | 12.00 | 320.00 | 332.00 |
| Luck | 40 | 0 | .00 | 240.00 | 240.00 |
| North | 40 | 4 | 48.00 | 320.00 | 368.00 |
| Porter | 40 | 2 | 14.54 | 194.00 | 208.54 |

## MECCA ACTIVITY PLAN

TITLE: APPROPRIATE DRESS (LA111) SUGGESTED GRADE LEVEL: 4-6

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS/PREPARATION

GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY
OBJ. 9.2 Uses job seeking and job holding skills by (9.2C) knowing the reasons for rules, regulations and standards on a job.

---

Materials:
Paper and pencils
Scissors and glue
Appropriate work dress pictures in magazines (tear page out and give students a selection from which to choose)

---

Activities: Teacher Comment:

1. As a group, have students develop a descriptive statement of job activities for 8 occupations: office worker; firefighter; grocery clerk; teacher; musician; minister; garage mechanic; baker.

2. Place occupations and short description at the top of a column along the top edge of a large poster board.

3. Ask students to choose appropriate selections of clothing for each occupation and glue them under the occupational title.

4. Ask students to write a short paragraph giving the reasons for choosing these particular clothes for a person in that occupation.

5. Discuss the reasons given by various students.

---

Evaluation:
Student descriptive paragraphs indicating understanding of reasons for appropriate dressing on the job.

## MECCA ACTIVITY PLAN

TITLE: FARM TO MARKET (SS37) SUGGESTED GRADE LEVEL: 4-6

INFUSION: SOCIAL STUDIES LEVEL: AWARENESS

GOAL 4: WORK HABITS AND ATTITUDES
OBJ. 4.3 Understands the nature of work through (4.3C) understanding many work forms in society.

---

Materials:
Paper and pencils
Magazine pictures of farm products and process of getting them to the consumer (torn out)
Scissors
Oaktag and glue
Magic markers/color pencils

---

Activities: Teacher Comment:

1. Ask students to make a small mural depicting products produced on a farm and the process it takes to produce such a product. Students may either cut out appropriate pictures from the magazine pages or draw their own pictures to illustrate the process involved in making the product through to the time the product reaches the consumer.

2. Students choose one product and list the workers involved in bringing the product from the farm to the family kitchen.

3. Students add their list to the mural.

---

Evaluation:
Student mural indicating understanding of many work forms in society required to bring farm products from the field to the consumer.

# MECCA ACTIVITY PLAN

TITLE: IMPORTANT TIPS (SS21) SUGGESTED GRADE LEVEL: 4-6

INFUSION: SOCIAL STUDIES LEVEL: PREPARATION

GOAL 4: WORK HABITS AND ATTITUDES
OBJ. 4.6 Practices positive work habits by (4.6B) identifying valuing, and practicing work habits such as honesty, dependability, and punctuality.

---

Materials:
Activity Sheet A (one per student)
Paper and pencils

---

Activities: Teacher Comment:

1. Generate a list of positive work habits such as dependability, honesty and punctuality and other tips for getting and keeping a job such as the wearing of appropriate clothing, being neat and clean.

2. Ask students to complete Activity Sheet A by choosing an occupation and writing in answers to the situations posed.

3. Share student papers.

---

Evaluation:
Student Activity Sheet indicating understanding of positive work habits and attitudes.

## Some Important Tips for Job Success

Directions: Identify a particular occupation and write examples of each of the major "tip" headings.

Occupation________________________________________

TIP HEADINGS:

1. Clothes that are appropriate, clean and neat.

2. Promptness--being on time.

3. Accomplish the work to be done in a reasonable amount of time.

4. Work on the job--avoid playing around.

5. Keep your temper even--be polite.

6. Learn all you can about the job to do it well.

7. Do the job the way you are shown.

8. Accept constructive criticism.

# MECCA ACTIVITY PLAN

TITLE: PROFESSIONAL SPORTS (LA 146) SUGGESTED GRADE LEVEL: 4-6

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION
OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3D) illustrating that qualifications differ for different kinds of work.
GOAL 5: COMMUNICATION AND COMPUTATION SKILLS
OBJ. 5.4 Uses objective and critical thinking by (5.4C) using skills of inquiry.

---

Materials:
Library or other career education/sports career information
Paper and pencils

---

Activities: Teacher Comment:

1. Ask students to choose a sport played professionally or a person who is a professional athlete that they can use as a basis for study.

2. Ask students to research through books or media interview to determine the lifestyle required for the sport (i.e. curfews, diet, income, and what options are open to the person if they leave the professional career, number of persons in allied positions which support their career)

3. Ask students to present their findings to the class along with the factors that had an influence on their choice of an athlete to study.

---

Evaluation:
Student use of inquiry to determine lifestyle of a professional athlete as indicated by reports.

# MECCA ACTIVITY PLAN

TITLE: DIFFERENT STROKES (SS87)    SUGGESTED GRADE LEVEL: 4-6

INFUSION: SOCIAL STUDIES    LEVEL: EXPLORATION/PREPARATION

GOAL 8: CAREER INFORMATION
OBJ. 8.2 Knows how to locate and use appropriate career information by (8.2B)recognizing differences and similarities in jobs in community and state and (8.2C) locates sources of career information.

---

Materials:
Activity Sheet A Occupational Characteristics (one per student)
Dictionary of Occupational Titles or other career education resource.
Paper and pencils

---

Activities:    Teacher Comment:

1. List the following occupations on the chalkboard:

a. plumber
b. electrician
c. janitor
d. teacher
e. farmer
f. secretary
g. car washer
h. engineer
i. car sales
j. doctor
k. computer programmer
l. assembly line worker
m. sales clerk
n. lawyer
o. airplane pilot
p. store manager
q. telephone repairperson
r. maid
s. lumberjack
t. author
u. beautician
v. bartender

2. Ask students to write the occupational title of their choosing at the top of their worksheet and to complete Part A.

3. Ask students to use library resources for Part B.

4. Discuss the occupational characteristics with the group.

---

Evaluation:
Student completion of Activity Sheet A indicating understanding of characteristics of various kinds of work, noting similarities and differences among occupations during discussion.

============================================================

## Occupational Characteristics

A. Occupational Title ______________________________________

1. Does the work consist of indoor work?
2. Is the work outdoors?
3. Does this person work with his or her hands?
4. What tools does this person use?
5. Does this person use paper and pencil? How?
6. Does this person work with other people? Who?

B. Look up information about your occupational title in the library, school career resource room, or guidance center. Two helpful books may be the Dictionary of Occupational Titles or the Occupational Outlook Handbook. If these are not available, look for other information sources.

In the space below and on the back of this paper, write a description of the occupational title you listed above telling of the qualifications for this kind of work, activities of the workday, and tools used by the worker.

# MECCA ACTIVITY PLAN

TITLE: FILLING TIME CARDS (MS31)   SUGGESTED GRADE LEVEL: 4-6

INFUSION: MATH   LEVEL: PREPARATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS
OBJ. 5.5 Uses computational skills effectively by (5.5B) applying them to school and non-school activities.

---

Materials:
Activity Sheet A (for each student)
Pencils

---

Activities: Teacher Comment:

1. Review with students the terms "regular time" and "overtime"

2. Using the Activity Sheet fill out time cards involving some overtime as well as regular time.

3. Using pay rate of $3. per hour for regular time and $3.X 1 1/2 for overtime, ask students to compute pay.

Hours worked X rate of pay

4. Check answers for accuracy.

---

Evaluation:
Student accuracy in completion of pay computation.

378.

# TIME CARD

MS31 -A

Week Ending ____________

No. ________

Name ________________________

| DAY | IN | OUT | IN | OUT | IN | OUT | TOTAL |
|---|---|---|---|---|---|---|---|
| M | | | | | | | |
| TU | | | | | | | |
| W | | | | | | | |
| TH | | | | | | | |
| F | | | | | | | |
| | | | | | | | |

TIME: REG. ________ O.T. _____ TOTAL ______

HOURLY RATE

WAGES: REG. ________ O.T. _____ TOTAL ______

Week Ending ____________

No. ________

Name ________________________

| DAY | IN | OUT | IN | OUT | IN | OUT | TOTAL |
|---|---|---|---|---|---|---|---|
| M | | | | | | | |
| TU | | | | | | | |
| W | | | | | | | |
| TH | | | | | | | |
| F | | | | | | | |
| | | | | | | | |

TIME: REG. ________ O.T. _____ TOTAL ______

HOURLY RATE

WAGES: REG. ________ O.T. _____ TOTAL ______

Week Ending ____________

No. ________

Name ________________________

| DAY | IN | OUT | IN | OUT | IN | OUT | TOTAL |
|---|---|---|---|---|---|---|---|
| M | | | | | | | |
| TU | | | | | | | |
| W | | | | | | | |
| TH | | | | | | | |
| F | | | | | | | |
| | | | | | | | |

TIME: REG. ________ O.T. _____ TOTAL ______

HOURLY RATE

WAGES: REG. ________ O.T. _____ TOTAL ______

Week Ending ____________

No. ________

Name ________________________

| DAY | IN | OUT | IN | OUT | IN | OUT | TOTAL |
|---|---|---|---|---|---|---|---|
| M | | | | | | | |
| TU | | | | | | | |
| W | | | | | | | |
| TH | | | | | | | |
| F | | | | | | | |
| | | | | | | | |

TIME: REG. ________ O.T. _____ TOTAL ______

HOURLY RATE

WAGES: REG. ________ O.T. _____ TOTAL ______

# MECCA ACTIVITY PLAN

TITLE: SALES, SALES, SALES (MS20) SUGGESTED GRADE LEVEL: 4-6

INFUSION: MATH LEVEL: EXPLORATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS
OBJ. 5.6 Relates computational skills to careers through (5.6B) applying computational skills to school and non-school activities.

---

Materials:
Activity Sheets A Sales, Sales, Sales (one per student)
Activity Sheet Answer Key (B)
Pencils

---

Activities: Teacher Comment:

1. Give Activity Sheet A to the students and allow time for completion.

2. Ask students to go to a department store where a sale is in progress. The students should make a note of two items which have a fraction off the regular price.

3. In the classroom, ask students to list the items they noted and to figure the cost saving with the sale and the final cost.

4. Check over the Activity Sheet for accuracy and the sale work computation.

---

Evaluation:
Student accuracy in computation on Activity Sheet and on the assigned project.

sales
sales
sales

At the end of a season, many department stores offer sales of 1/4, 1/3, and 1/2 off the price of articles.

Consumers can save money by buying articles they need while the sale is in progress

FIGURE THE COST OF THE FOLLOWING ITEMS AT THE SALE PRICE.

| ITEM | ORIGINAL COST | FRACTION OFF | AMOUNT SAVED | SALE PRICE |
|---|---|---|---|---|
| 1. Coat | $109.00 | 1/3 | $________ | $________ |
| 2. Sled | 39.95 | 1/4 | $________ | $________ |
| 3. Lawn mower | 394.95 | 1/4 | $________ | $________ |
| 4. Swim suit | 39.50 | 1/2 | $________ | $________ |
| 5. Sweater | 69.95 | 1/2 | $________ | $________ |
| 6. Skis | 175.00 | 1/3 | $________ | $________ |

sales
sales
sales

## ANSWER SHEET

| ITEM | ORIGINAL COST | FRACTION OFF | AMOUNT SAVED | SALE PRICE |
|---|---|---|---|---|
| 1. Coat | $109.00 | 1/3 | $36.33 | $72.67 |
| 2. Sled | 39.95 | 1/4 | $9.98 | $29.97 |
| 3. Lawn mower | 394.95 | 1/4 | $98.73 | $296.22 |
| 4. Swim Suit | 38.50 | 1/2 | $19.25 | $19.25 |
| 5. Sweater | 69.95 | 1/2 | $34.97 | $34.97 |
| 6. Skis | 175.00 | 1/3 | $58.33 | $116.67 |

# MECCA ACTIVITY PLAN

TITLE: THE FAST FOOD WORKER (LA309) SUGGESTED GRADE LEVEL: 4-6

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION
OBJ. 8.3A Describes a range of career options and their requirements by (8.3A) describing work done, clothes worn and tools used by a variety of workers and (8.3C) illustrating that qualifications differ for different kinds of work.

---

Materials:
Activity Sheets A, B The Fast Food Worker (one set per student)

---

Activities: Teacher Comment;

1. Discuss the kinds of workers found in a fast food establishment. What different kinds of work do they do? Include:

    a. Work methods
    b. Work conditions
    c. Entry level positions
    d. Progression from trainee to manager.

2. Give students the activity sheets to complete.

(Option) Follow with a visit to a fast food establishment nearby. Take small groups so that students can have an opportunity to ask questions in a personal way.

---

Evaluation:
Quality of student answers on activity sheets indicating understanding of the qualifications necessary for differing jobs within the fast food establishment.

# THE FAST-FOOD WORKER

PUT IN A B C ORDER THE WORDS A WORKER IN A FAST-FOOD BUSINESS USES.

HAMBURGER

GRILL

FRIES

HUSTLE

PAY

MANAGER

TRAINEE

CREWPERSON

ORDER

CHEESEBURGER

1.________________________

2.________________________

3.________________________

4.________________________

5.________________________

6.________________________

7.________________________

8.________________________

9.________________________

10.________________________

# THE FAST-FOOD WORKER

1. LIST THE JOBS THE TRAINEE AND MANAGER DO IN A FAST-FOOD RESTAURANT.

| TRAINEE | MANAGER |
|---|---|
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |

2. WHAT QUALIFIES A TRAINEE OR CREWPERSON TO BECOME A MANAGER?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

# MECCA ACTIVITY PLAN

TITLE: POST OFFICE TRIP (SS311/LA310) SUGGESTED GRADE LEVEL:4-6

INFUSION: S. STUDIES/LANG. ARTS LEVEL: AWARENESS

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDINGS
OBJ. 7.3 Evidences technological understanding by recognizing its impact on careers
OBJ. 8.3 Is aware of a range of career options and their requirements by (8.3B) identifying people who produce goods and services they use.

---

Materials:

| | |
|---|---|
| Activity Sheets A,B | Postal Workers Job Description (each student) |
| Activity Sheets C,D | Study Trip to Post Office (for each student) |
| Pencils | |

---

Activities: Teacher Comment:

1. Give students Activity Sheets A and B. Ask them to read aloud each of the descriptions.

2. Discuss the duties of each member of the post office staff. Emphasize the possibilities that automation may have affected the kinds of jobs available or the way some jobs are done. Generate from students a series of questions they might wish to ask people working at the post office.

3. Arrange a trip to the post office.

4. Give students the study sheets, Activity Sheets C, D, for completion following the visit.

5. Discuss the range of answers student give to the questions on the study sheet.

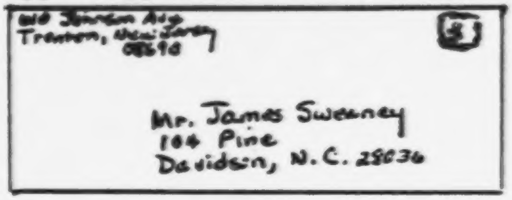
---

Evaluation:
Student study sheet responses indicating an understanding of technological change at the post office and identification of people who provide the postal services they use.

## Postal Worker's Job Description

### (A.) The Facer

The facer turns all letters so that each stamp is in the upper right hand corner.

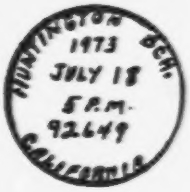

Trenton, New Jersey
08610
Mr. James Sweeney
104 Pine
Davidson, N.C. 28036

He or she checks to see that the envelope has a proper address and return address.

### (B.) The Postmark Clerk

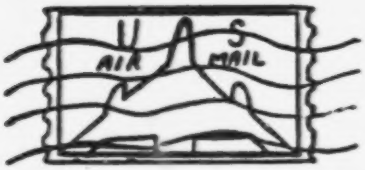
The Postmark is a stamp that is put on by a post office worker which tells:

1. The city or town and state where the letter was mailed.
2. The day, month, and year that the letter was mailed.
3. The time the letter was mailed.


HUNTINGTON BCH.
1973
JULY 18
5 P.M.
92649
CALIFORNIA

### (C.) The Cancellation Clerk

When a letter gets to the Post Office, a worker puts some cancellation lines over the stamp. This person is called the cancellation clerk. The process is called cancelling. These lines are put on so that the stamp can be used only once. With the lines on the stamp, people can't use it again.



### (D.) The Mail Sorter

The Mail Sorter takes the bags of letters and packages that have been delivered to the Post Office and unlocks them with a special key. She or he puts each letter into the right slot according to the mail carrier's routes. He or she also gets the mail from the neighborhood put into bundles to go to other states and countries.

(E.) The Postal Clerk

The Postal Clerk sells stamps and money orders to people. She or he weighs packages. She or he helps you send your letters or packages Special Delivery or by Registered Mail.

(F.) The Mail Carrier

At the post office, the Mail Carrier sorts the letters according to how the houses are placed on the route. He or she puts half of the letters in another mail bag that is delivered to a green storage box on the route. The rest of the letters are carried with him or her in the bag.

---

(G.) The Post Master

The Post Master is in charge of the post office. He or she hires people to work there and makes sure that everyone does his or her job right.

(H.) The Dead Letter Workers

When a letter cannot be delivered, it is sent to the Dead Letter Office. The workers there try to return the letter to the person who sent it or get the letter to the person to whom it is addressed. They have many ways of doing this hard job. Letters sent there are usually not addressed the right way.

================================================================

## Our Study Trip to the Post Office

1. Services that workers provide at the Post Office are:

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

2. The person who is in charge of all the workers at the Post Office is called the ______________________. His or her name is ______________________________________

3. People who work at the Post Office must be able to do the following: (Put an X on the line in front of the skills they must have.)

_____ Read

_____ Write

_____ Run fast

_____ Weigh things

_____ Draw pictures

_____ Get along with people

_____ Work math

_____ Sing well

_____ Read Maps

_____ Be good listeners

_____ Follow directions

4. If a letter does not have the correct address on it and has no return address, what happens to it?______________________

______________________________________________

______________________________________________

5. What kinds of work did you see people doing at the Post Office?______________________________________

______________________________________________

6. Why can't people use the same stamp more than once?

7. Does it cost the same amount to send all packages and letters? Why or why not?

8. How does the mail get to your Post Office from other towns and cities?

9. How many people work at the post office and what are their job titles?

10. What effect has technology (automation) had on work at the Post Office?

# MECCA ACTIVITY PLAN

**TITLE: GET TO KNOW YOURSELF (SS310) SUGGESTED GRADE LEVEL: 4-6**

**INFUSION: SOCIAL STUDIES LEVEL: AWARENESS**

**GOAL 3: DECISION MAKING**
**OBJ. 3.5 Recognizes the variety of settings in which decisions are made and the influences on decision making by (3.5B) describing the contexts in which decisions are made;can list ways decisions are influended by significant others and by circumstances.**

---

Materials:
Activity Sheet A Get to Know Yourself (one per student)
Paper and pencils

---

Activities: Teacher Comment:

1. Discuss decision making. What are decisions? Do we always have a choice in what we do? What do you do if you have to choose between two things you want very much?

2. Brainstorm the ways a person can approach a decision. What do you do when faced with a decision? Possible approaches: put it off, avoid it, guess, play a hunch, plan and weigh facts, worry. If you are faced with a decision and do not make one, are you making a decision?

3. Give students Activity Sheet A for completion.

4. Discuss hypothetical imaginary situations ("Your family has planned to go to Great Adventure, but your brother broke his ankle") List possible suggestions from students on the chalkboard. Ask students to identify the context of the decision. Ask what influence does this have? Ask them to tell why they think certain alternatives are better than others and how solutions are often influenced by others.

---

Evaluation:
Student verbal contributions to list of possible decisions including the influence of others and identifying the context of the decision.

394. SS310-A

A LOT
A LITTLE

## GET TO KNOW YOURSELF

Learn more about yourself by completing, as honestly as possible, the following chart.

| | A Lot | A Little | Not At All |
|---|---|---|---|
| 1. I like to be indoors. | | | |
| 2. I like to work with my hands. | | | |
| 3. I like to work with people. | | | |
| 4. I think it's acceptable to cheat | | | |
| Being prompt is important | | | |
| 6. Good grooming is important. | | | |
| 7. Good grades are important. | | | |
| 8. I like to solve problems. | | | |
| 9. I like to make decisions. | | | |
| 10. I enjoy reading | | | |

My friends influence my decisions about....

My family influences my decisions about...

## MECCA ACTIVITY PLAN

TITLE: DINNER ON THE HOUSE (MS.32) SUGGESTED GRADE LEVEL: 4-6

INFUSION: MATHEMATICS LEVEL: PREPARATION

GOAL 5: COMMUNICATION AND COMPUTATIONAL SKILLS
OBJ. 5.5 Uses computational skills effectively by (5.5B) applying computational skills in school and non-school activities.

---

Materials:
Activity Sheet A Sales Tax Chart (one per student)
Activity Sheets B & C Menu sheets (per two students)
Paper and pencil

---

Activities: Teacher Comment:

1. Ask students to imagine they are in a restaurant serving food to 15 people at 8 tables. Using the menus place food orders for the 8 tables.

2. Add the total cost of food served at the tables and compute sales tax using the chart.

3. Figure the total amount owed at each table; the total for all 8 tables.

4. Compute the tip for each table at 15%.

5. Imagine you were the server, earning $3.35 per hour and serving the 8 tables which required 3 hours of you time, figure personal earnings for the serving of the tables (wages plus tips).

6. Check students' accuracy of computation.

---

Evaluation:
Student accuracy in computing salary of food server.

## New Jersey 5% State Sales Tax Chart

Amount of Sale--Tax

.01 - .10-------.00
.11 - .25-------.01
.26 - .46-------.02
.47 - .67-------.03
.68 - .88-------.04
.89 -1.10-------.05
1.11 -1.25-------.06
1.26 -1.46-------.07
1.47 -1.67-------.08
1.68 -1.88-------.09
1.89 -2.10-------.10
2.11 -2.25-------.11
2.26 -2.46-------.12
2.47 -2.67-------.13
2.68 -2.88-------.14
2.89 -3.10-------.15
3.11 -3.25-------.16
3.26 -3.46-------.17
3.47 -3.67-------.18
3.68 -3.88-------.19
3.89 -4.10-------.20
4.11 -4.25-------.21
4.26 -4.46-------.22
4.47 -4.67-------.23
4.68 -4.88-------.24
4.89 -5.10-------.25
5.11 -5.25-------.26
5.26 -5.46-------.27
5.47 -5.67-------.28
5.68 -5.88-------.29
5.89 -6.10-------.30
6.11 -6.25-------.31
6.26 -6.46-------.32

6.47 - 6.67-------.33
6.68 - 6.88-------.34
6.89 - 71.0-------.35
7.11 - 7.25-------.36
7.26 - 7.46-------.37
7.47 - 7.67-------.38
7.68 - 7.88-------.39
7.89 - 8.10-------.40
8.11 - 8.25-------.41
8.26 - 8.46-------.42
8.47 - 8.67-------.43
8.68 - 8.88-------.44
8.89 - 9.10-------.45
9.11 - 9.25-------.46
9.26 - 9.46-------.47
9.47 - 9.67-------.48
9.68 - 9.88-------.49
9.89 -10.10-------.50
10.11 -10.25-------.51
10.26 -10.46-------.52
10.47 -10.67-------.53
10.68 -10.88-------.54
10.89 -11.10-------.55
11.11 -11.25-------.56
11.26 -11.46-------.57
11.47 -11.67-------.58
11.68 -11.88-------.59
11.89 -12.10-------.60
12.11 -12.25-------.61
12.26 -12.46-------.62
12.47 -12.67-------.63
12.68 -12.88-------.64
12.89 -13.10-------.65
13.11 -13.25-------.67

13.26 - 13.46--------.67
13.47 - 13.67--------.68
13.68 - 13.88--------.69
13.89 - 14.10--------.70
14.11 - 14.25--------.71
14.26 - 14.46--------.72
14.47 - 14.67--------.73
14.68 - 14.88--------.74
14.89 - 15.10--------.75
15.11 - 15.25--------.76
15.26 - 15.46--------.77
15.47 - 15.67--------.78
15.68 - 15.88--------.79
15.89 - 16.10--------.80
16.11 - 16.25--------.81
16.26 - 16.46--------.82
16.47 - 16.67--------.83
16.68 - 16.88--------.84
16.89 - 17.10--------.85
17.11 - 17.25--------.86
17.26 - 17.46--------.87
17.47 - 17.67--------.88
17.68 - 17.88--------.89
17.89 - 18.10--------.90
18.11 - 18.25--------.91
18.26 - 18.46--------.92
18.57 - 18.67--------.93
18.68 - 18.88--------.94
18.89 - 19.10--------.95
19.11 - 19.25--------.96
19.26 - 19.46--------.97
19.47 - 19.67--------.98
16.68 - 19.88--------.99
19.89 - 20.10-------1.00

# MINI MALL
# Pizza Restaurant

Call 721-3165

Mini Mall
Ernston Road, Sayreville, N.J.

## Appetizers

| | | | |
|---|---|---|---|
| SMALL ANTIPASTO | $2.30 | LARGE ANTIPASTO | $3.50 |
| GREEN SALAD | .95 | MUSSELS | 2.50 |
| CLAMS OREGANATO | 2.40 | CLAMS ON HALF SHELL | 2.40 DZ. |
| GARLIC BREAD | .85 | FRENCH FRIES | .70 |

## Spaghetti

| | | | |
|---|---|---|---|
| TOMATO SAUCE | $1.85 | MUSHROOM SAUCE | $2.65 |
| MEAT BALLS | 2.75 | WITH SAUSAGE | 2.75 |
| MEAT SAUCE | 2.55 | GARLIC AND OIL | 1.95 |
| MARINARA | 2.25 | BUTTER SAUCE | 1.95 |

## Macaroni

(ALL KINDS ON ORDER)

| | |
|---|---|
| ZITI, TOMATO SAUCE | $1.95 |
| BAKED ZITI | 2.50 |
| BAKED RAVIOLI | 2.50 |
| BAKED MANICOTTI | 2.50 |
| BAKED SHELLS | 2.50 |
| LASAGNA, MEAT | 2.75 |

## Ravioli

(CHEESE AND MEAT)

| | |
|---|---|
| TOMATO SAUCE | $2.30 |
| MEAT BALLS | 3.10 |
| MEAT SAUCE | 2.90 |
| SAUSAGE | 3.10 |
| MUSHROOM SAUCE | 3.10 |

EGG PLANT PARMIGIANA DINNER.....$3.50

## Veal

(SERVED WITH SPAGHETTI OR ZITI)

| | | | |
|---|---|---|---|
| VEAL CUTLET | $3.70 | VEAL SCALAPPINE (ALLA MARSALA) | $4.25 |
| VEAL CUTLET PARMIG | 3.95 | VEAL SCALAPPINE (MARSALA MUSHROOM) | 4.60 |
| VEAL AND PEPPERS | 3.50 | | |
| SAUSAGE AND PEPPERS | 3.50 | | |

## Sea-Food

(SPAGHETTI, ZITI OR LINGUINI)

| | | | |
|---|---|---|---|
| WHITE OR RED CLAM SAUCE | $2.50 | MUSSELS, MARINARA SAUCE | $3.00 |
| BAKED SHRIMP PARMIG | 4.50 | SHRIMP MARINARA | 4.50 |
| SHRIMP IN BASKET | 4.10 | SHRIMP SCAMPI | 4.50 |

## Chicken

| | | | |
|---|---|---|---|
| CHICKEN-IN-BASKET WITH FRENCH FRIES | 3.50 | CHICKEN PARMIGIANA | $3.50 |

Take Out Service

Open Daily - 6 Days
11:00 A.M.-12:00 P.M.

CLOSED TUESDAY
FRIDAY & SAT. 11 A.M. - 1 A.M.

## Sandwiches

(HOT)

| | | | |
|---|---|---|---|
| STEAK W/MUSHROOMS | $2.25 | VEAL CUTLET | $2.20 |
| PIZZA STEAK | 2.10 | VEAL CUTLET PARMI | 2.50 |
| STEAK PEPPERS & ONIONS | 2.10 | VEAL AND PEPPERS | 2.20 |
| CHEESE STEAK | 1.90 | PEPPERS AND EGGS | 1.70 |
| STEAK W/WORKS | 2.60 | EGG PLANT PARMI | 1.90 |
| MEAT BALL PARMIGIANA | 2.00 | 6 1/4 OZ. HAMBURGER | 1.10 |
| SAUSAGE | 1.80 | SAUSAGE & PEPPERS | 2.00 |

MEAT BALLS...........$1.80

## Subs

PLEASE ORDER BY NUMBER

| | |
|---|---|
| 1. HAM, SALAMI, PROVOLONE | $1.80 |
| 2. HAM, CAPICOLLA, PROVOLONE | 1.80 |
| 3. PEPPERONI, PROVOLONE | 1.80 |
| 4. SALAMI, CAPICOLLA, PROVOLONE | 1.80 |
| 5. HAM, PROVOLONE | 1.80 |
| 6. HAM, SALAMI, SPICED HAM, PROVOLONE | 1.90 |
| 7. TURKEY ROLL, PROVOLONE | 1.90 |
| 8. TUNA | 1.80 |
| 9. TUNA, PROVOLONE | 2.10 |
| 10. ROAST BEEF, PROVOLONE | 2.40 |
| 11. ROAST BEEF | 2.10 |
| 12. SPICED HAM, PROVOLONE | 1.50 |
| 13. SPECIAL | 2.40 |

1/2 SUB AVAILABLE AT CHARGE...10¢ EXTRA
(3 FEET SUB) $18.50 (6 FEET SUB) $34.50
MUST BE ORDERED TWO DAYS IN ADVANCE

## Pizzas

| | LARGE | MED. | | LARGE |
|---|---|---|---|---|
| PLAIN | $3.25 | 2.60 | SICILIAN PLAIN CHEESE | $5.25 |
| SAUSAGE | 4.00 | 3.40 | SICILIAN PEPPERS & ONIONS | 5.95 |
| PEPPERONI | 4.00 | 3.40 | SICILIAN PEPPERONI | 5.95 |
| MUSHROOM | 4.25 | 3.40 | SICILIAN SAUSAGE | 5.95 |
| PEPPER & ONIONS | 4.40 | 3.55 | SICILIAN ANCHOVIES | 5.95 |
| ANCHOVIES | 4.00 | 3.40 | SICILIAN SPECIAL | 7.50 |
| FRESH GARLIC | 4.00 | 3.40 | | |
| MEATBALL | 4.00 | 3.40 | 80¢ EXTRA FOR EACH ITEM ON PIE | |
| SALAMI | 4.00 | 3.40 | 70¢ FOR EXTRA CHEESE | |
| SPECIAL | 5.75 | 5.15 | $1.00 FOR EXTRA MUSHROOMS | |

# MECCA ACTIVITY PLAN

TITLE: LIFESTYLES (SS5) SUGGESTED GRADE LEVEL: 4-9

INFUSION: SOCIAL STUDIES LEVEL: AWARENESS

GOAL 1: SELF AWARENESS
OBJ. 1.3 Identifies a preferred lifestyle by (1.3B) describing preferred lifestyle; (1.3C) Defining preferred lifestyle; and (1.3D) Describing different lifestyles.

---

Materials:

Magazine pages torn out which illustrate differing family lifestyles
Scissors, paper, pencils

---

Activities: Teacher Comment:

1. Discuss with students the meaning of lifestyle. Talk about the differences in city, country, small town, and suburban/urban living.

2. Talk about differences in lifestyle among farmers, small-home owned business people, employees who serve the public, people who work in factories, migrant labour.

3. Discuss the differences in lifestyles families that are consumer oriented versus families that try to conserve resources through recycling.

4. Ask students to look through the torn out pages of magazines and select a picture illustrating the kind of lifestyle they'd prefer in the future.

5. Ask students to mount their picture on the front of a paper; write a description of their preferred lifestyle to mount on the back of the paper.

6. Students share their work.

---

Evaluation:
Student choice of picture and discussion indicating they are able to define and describe a preferred lifestyle.

## MECCA ACTIVITY PLAN

TITLE: WHAT GOES TOGETHER (LA154) SUGGESTED GRADE LEVEL: 4-9

INFUSION: LANGUAGE ARTS LEVEL: PREPARATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS
OBJ. 5.4 Uses objective and critical thinking by (5.4C) developing and using skills of inquiry.

---

Materials:
Activity Sheet A Ten Mind Teasers (one per student)
Pencils

---

Activities: Teacher Comment:

1. Give students Activity Sheet A and sufficient time to complete it.

2. Ask students to explain their groupings.

3. Discuss the principle of classification used (tools used upon a particular object or material in a particular occupation). Try to keep questions open and probe student reasoning.

4. Discuss aspects of the occupations might use these objects.

---

Evaluation:
1. Student substantiation for groupings.
2. Student awareness of occupation and relation of materials and objects to the occupation.

## What Goes Together?

### Ten Mind Teasers

Directions:

1. Circle the three items in each series that go together.
2. On the line following the series, write the title of an occupation with which these items might be associated.

* * * * * * * * * * * *

1. Needle, wound, tongue depressant, thermometer.____________
2. Hammer, log, saw, hachet.____________
3. Menu, knife, plate, customer.____________
4. Broom, wax, mop, floor.____________
5. Comb, brush, hair, curlers.____________
6. Book, chalk, blackboard, student.____________
7. Bowl, recipe, butter, sugar.____________
8. Fire, hose, ladder, hachet.____________
9. Wrench, putty, sink, pipe.____________
10. Paper, typewriter, pen, pencil.____________

Write here why you think the items you circled belong together:

________________________________________

________________________________________

________________________________________

________________________________________

## MECCA ACTIVITY PLAN

TITLE: EMPLOYER VALUES (SS79)      SUGGESTED GRADE LEVEL: 4-9

INFUSION: SOCIAL STUDIES      LEVEL: PREPARATION

GOAL 4: WORK HABITS AND ATTITUDES
OBJ. 4.6 Practices positive work habits through (4.6B)(4.6D) identifying, valuing and practicing work habits such as honesty, dependability, and punctuality.

---

Materials:
Activity Sheet A   Punctuality (one per student)
Pencils
Chalkboard and chalk

---

Activities:      Teacher Comment:

1. Write the following personal characteristics on the board:
   a. punctuality
   b. respect for other's property
   c. friendliness
   d. temperament
   e. tolerance
   f. interest in others and what they say
   g. curiosity
   h. keeping promises
   i. neatness
   j. feeling of importance, success and defeat
   k. courtesy
   l. good eating habits

2. Ask students to copy the above characteristics and mark each they feel would be of value to an employer with an asterisk (*). Ask students to verbally tell why they choose these items to mark.

3. Discuss the value of each characteristic and note special needs of certain types of employers (lawyer, confidentiality)

4. Ask students to keep a log of their assignments for one week noting time assigned, due date, and date completed. (Activity Sheet A)

5. Graph the results of the Activity Sheet for the class group showing how students meet their commitments.

---

Evaluation:
Student completion of Activity Sheet and understanding of values.

## Meeting My Commitments -- Punctuality

| Assignment | Date Assigned | Date Due | Date Completed | Grade |
|---|---|---|---|---|
| | | | | |
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## MECCA ACTIVITY PLAN

TITLE: CONSEQUENCES (SS103)        SUGGESTED GRADE LEVEL: 4-9

INFUSION: SOCIAL STUDIES        LEVEL: EXPLORATION

GOAL 3: DECISION MAKING
OBJ. 3.4 Assumes responsibility for decisions made by (3.4B) describing consequences of decisions to self and others.
OBJ. 3.7 Sets and carries out short term and long range goals by (3.7E) Describing how personal activities impact on short and long term goals.

---

Materials:
Activity Sheet A,B What are the Consequences (one per student)
Pencils
Chalkboard an chalk

---

Activities:        Teacher Comment:

1. Brainstorm with students the advantages and disadvantages of dropping out of school (i.e. advantages: freedom from school pressures; disadvantages: poor employment options).

2. Give students the Activity Sheets for completion. Process these in the group setting.

3. Ask students to interview workers who have chosen one of the actions listed on the Activity Sheet and report back to the group the advantages or disadvantages the worker gives for having taken that action and the impact it had on long or short term goals.

---

Evaluation:
1. Student completion of Activity Sheet indicating understanding of the consequences of occupational decision making and ability to set short or long term goals.
2. Student description of interview.

## What are the Consequences?

Directions: Think about the action statement; write to the right of the statment what you think the personal impact of the action would be to you in veiw of your lifestyle or goals.

| Action | Impact on short/long range goals (Advantages and disadvantages) |
|---|---|
| 1. If I drop out of school before graduating... | |
| 2. If I go to college or obtain vocational-technical training... | |
| 3. If I join the military... | |
| 4. If I get a job after high school... | |
| 5. If I get married and have a family... | |

6. If I do volunteer work in the community...

7. If I take self-improvement courses...

8. If I am able to get on-the-job training...

9. If I participate in apprenticeship training...

Notes or comments:

## MECCA ACTIVITY PLAN

TITLE: JOBS TO DEVELOP PRODUCTS (LA88) SUGGESTED GRADE LEVEL: 5-6

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS/EXPLORATION

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING
OBJ. 7.3 Evidences technological understanding by (7.3C) recognizing the impact of technology on career.

---

Materials:
Products from the students' home
Paper, pencils, magic markers/ colored pencils

---

Activities: Teacher Comment:

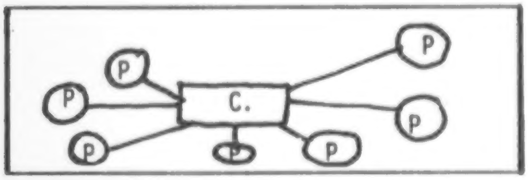
1. Ask the students to bring in one empty container from some common food or household product.

2. Ask students to list all occupations that are necessary to bring one of the products into their hands. This can be done as a group project using the chalkboard to list the occupations.

3. Ask students to develop their own cluster chart (model below) for the product they brought to the group.

4. When completed, students share charts with each other. A possible summary question might ask how these processes have changed over time.

Cluster chart:



C = Cluster

P = Product

---

Evaluation:
Student cluster chart illustrating an understanding of the technologies required to develop products which are in everyday use.

## MECCA ACTIVITY PLAN

TITLE: COMPUTING PIECEWORK WAGE (MS 40)    SUGGESTED GRADE LEVEL: 5-8

INFUSION: MATH    LEVEL: PREPARATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS
OBJ. 5.5 Uses computational skills effectively by (5.5B) applying computational skills to school and non-school activities.
GOAL 6: CAREER IMPLICATIONS OF SCHOOL SUBJECT MATTER
OBJ. 6.2 Relates specific school experiences to job requirements by (6.2C) understanding career implications of specific subject matter.

---

Materials:
Pencils and paper
Activity Sheet A Piecework Payroll (one per student)

---

Activities:    Teacher Comment:

1. Present students with the following information:
   a. Define piecework and gross pay.
   b. Explain the procedure for computing piecework.
   c. Explain the kind of industries that pay by piecework methods.
   d. Explain the importance of being able to compute piecework accurately for oneself.

2. Ask students to use Activity Sheet A to compute piecework.

3. Ask students to figure extra compensation if they have produced beyond a certain number of pieces (ex. beyond 200) i.e. for every article over 200 a worker gets $ .20 extra.

4. Ask students to write a short paragraph stating why it is necessary to be able to figure piecework and how school subject matter can help them learn to do this.

---

Evaluation:
Student accuracy in completing Activity Sheet and statement indicating understanding of value of subject matter for careers and occupations.

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## PIECEWORK PAYROLL

In some manufacturing industries, workers are paid on the basis of the number of pieces of work they do. In this exercise you are asked to complete a piecework payroll. First, add horizontally to find the number of pieces of work completed during the week by each employee. Then, to find wages due, multiply the number of pieces by the rate per piece.

You will observe that the heading for the right-hand column is "Gross Pay." This term means the amount of money earned before any tax or other deductions are made by the employer to meet the government's requirements for income taxes to be withheld from the employee, and also for social security payments to be made by the employee. Such amounts are deductions from "Gross Pay" and the result is the net, or "take-home," pay.

---

**BASIC TIME: 10 MINUTES** *(Estimated time to obtain a basic score of 100)*

---

Complete the payroll below.

***PAYROLL*** Date — . —

| EMPLOYEE | NO. PIECES OF WORK | | | | | | TOTAL PIECES | RATE | | GROSS PAY | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | T | W | T | F | S | | | | | |
| Banvelos, G. | 54 | 56 | 72 | 45 | 61 | 0 | | | 80 | | |
| Dobbs, F. | 45 | 65 | 55 | 57 | 59 | 0 | | | 93 | | |
| Fisher, J. | 63 | 65 | 67 | 68 | 71 | 0 | | | 88 | | |
| Gordon, M. | 62 | 64 | 66 | 67 | 69 | 0 | | | 94 | | |
| Moorman, L. | 67 | 67 | 68 | 69 | 74 | 0 | | | 85 | | |
| Norris, A. | 74 | 77 | 72 | 74 | 75 | 0 | | | 90 | | |
| Owens, B. | 67 | 68 | 65 | 61 | 62 | 0 | | | 98 | | |
| Perez, B. | 55 | 56 | 54 | 50 | 45 | 0 | | | 81 | | |
| Pustowicz, M. | 43 | 42 | 41 | 51 | 52 | 0 | | | 95 | | |
| Schaefer, J. | 44 | 44 | 47 | 50 | 51 | 0 | | | 92 | | |
| Trent, J. | 45 | 51 | 51 | 51 | 53 | 0 | | | 86 | | |
| Weinstein, C. | 51 | 61 | 65 | 62 | 41 | 0 | | | 89 | | |
| | | | | | | | | | Total | | |

[ 4 each ] [ 12 each ]

[ Total, 8 ]

## MECCA ACTIVITY PLAN

TITLE: EMPLOYER QUALITY PROFILE SUGGESTED GRADE LEVEL: 5-9
(LA 123/SS 83)

INFUSION: LANGUAGE ARTS/S.STUDIES LEVEL: PREPARATION

GOAL 4: WORK HABITS AND ATTITUDES
OBJ. 4.6 Practices positive work habits through (4.6B) identifying values and practicing honesty, dependability and punctuality; and (4.6C) describing and practicing ethical standards as they relate to careers.

---

Materials
Activity Sheet A Employer Quality Puzzle (one per student)
Activity Sheet B Answer sheet
Pencils

---

Activities: Teacher Comments:

1. Brainstorm with the group a list of positive attitude words (dependable, honest, etc.)

2. Give students the activity sheet. Explain they will have to determine the location of the words by the number of letters in a word.

3. After students have completed the puzzle, ask them to discuss the negative quality words.
    a. How would this quality be an asset/liability to an employer?
    b. How would having this quality be an asset/liability as an employee.
    c. What are the results of work- with an individual who does not practice positive work habits?

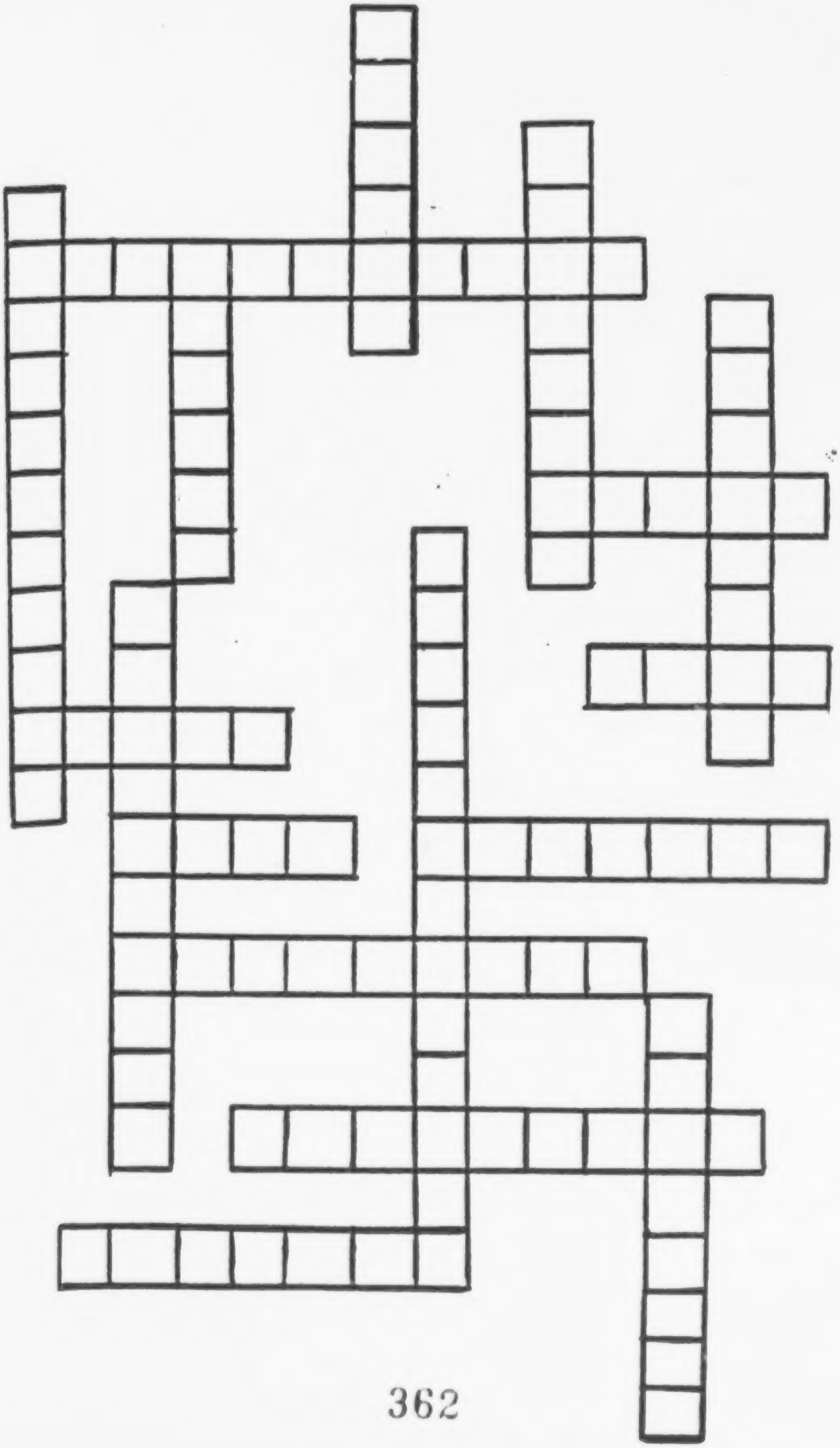
4. Ask students to write a short paragraph about the ways ethics relates to career progress.

---

Evaluation:
1. Student participation in discussion and brainstorming of positive and negative work habits.
2. Quality of written paragraph on the topic of ethic and its relation to careers.

## EMPLOYER QUALITY PUZZLE

Find places in the puzzle for the words on the right side of the page. (Note: only 1 word has 13 letters; 1 word has 10 letters.) Good luck!



WORDS

Words of:

4-letters
Neat
Kind

5-letters
Happy
Loyal

6-letters
Prompt
Honest

7-letters
Helping
Sincere

8-letters
Pleasant
Reliable
Truthful

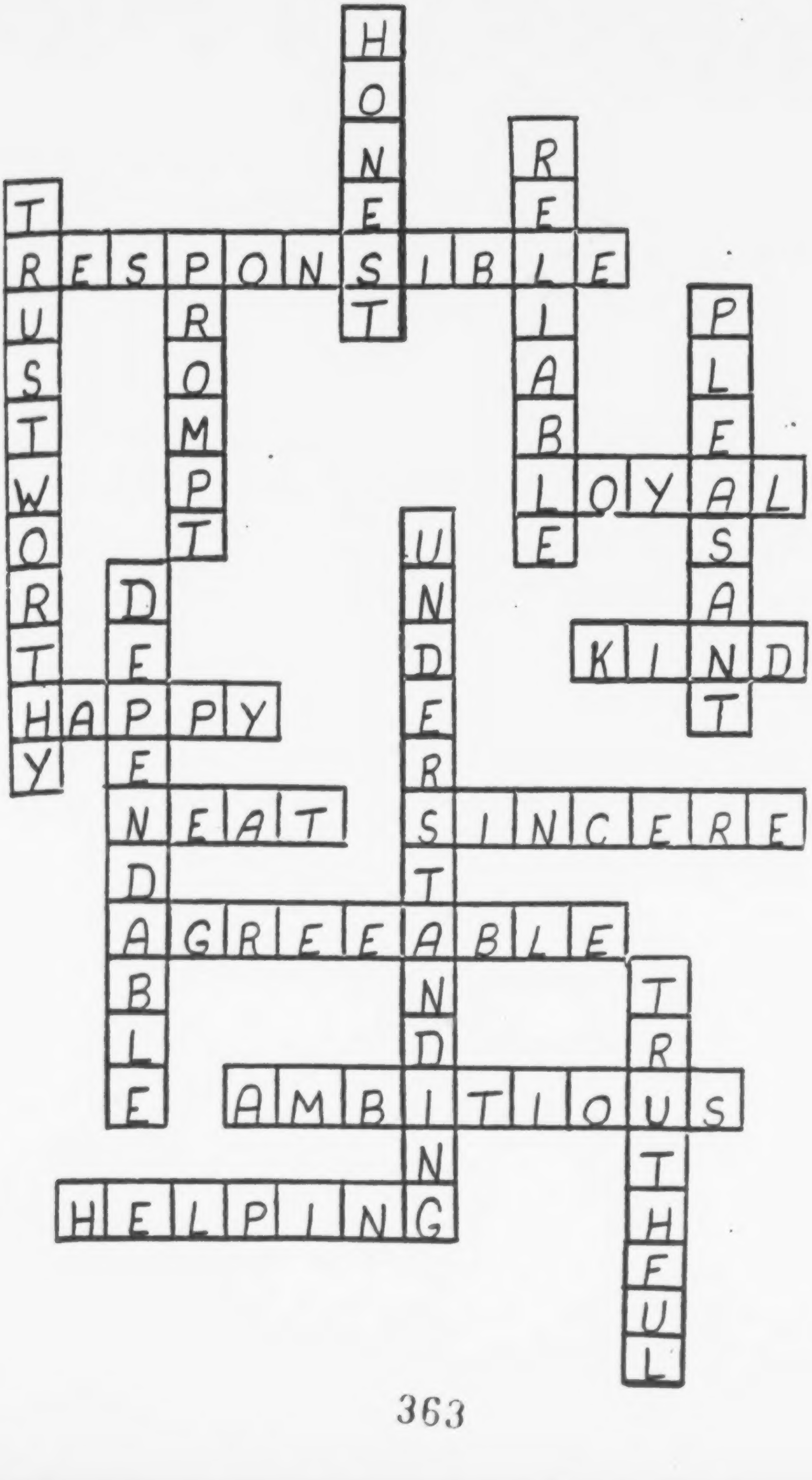
9-letters
Ambitious
Agreeable

10-letters
Dependable

11-letters
Trustworthy
Responsible

13-letters
Understanding

# KEY


HONEST
RELIABLE
TRUSTWORTHY
RESPONSIBLE
PROMPT
PLEASANT
LOYAL
UNDERSTANDING
DEPENDABLE
KIND
HAPPY
NEAT
SINCERE
AGREEABLE
TRUTHFUL
AMBITIOUS
HELPING

## MECCA ACTIVITY PLAN

TITLE: DEPENDENCE (SS34/LA319) SUGGESTED GRADE LEVEL: 5-9

INFUSION: S. STUDIES/LANG. ARTS LEVEL: EXPLORATION

GOAL 2: INTERPERSONAL SKILLS
OBJ. 2.5 Affirms the need for positive interpersonal relationships through (2.5D) identifying reasons interpersonal relationships are important.
GOAL 4: WORK ATTITUDES AND VALUES
OBJ. 4.2 Exhibits positive work attitude by (4.2E) identifying attitudes of self and others that contribute to successful task accomplishment.

---

Materials:
Paper and pencils

---

Activities: Teacher Comment:

1. Discuss the definition of the word "dependent".

2. Ask students to list the following:

   a. Two people they depend on and what they depend on them for.
   b. Two people who depend on them and what they depend on them for.
   c. Two things they depend on and the reason for this dependency.
   d. Two things that depend on them and the reasons for this.

3. Discuss the advantages and disadvantages in the work world of being dependent and independent. Ask, what are the advantages and disadvantages of having people depend on you? Emphasize times when it is important to be able to depend on other people or things.

4. Ask students to write a paragraph on the issues involved in dependence and independence--when is it appropriate to be dependent or independent?

---

Evaluation:
Written list of dependence instances and quality of written paragraph on the issues of independence and dependence.

## MECCA ACTIVITY PLAN

TITLE: ROAD TRIP (MS42 /SS318) SUGGESTED GRADE LEVEL: 5-12

INFUSION: MATH/SOCIAL STUDIES LEVEL: PREPARATION

GOAL 3: DECISION MAKING
OBJ. 3.1 Is able to use the decision making process by (3.1E) obtaining adequate and relevant information for decisions; (3.2F) identifying ways to increase options and reduce risk; and (3.1H) use information sources effectively in making decisions.
GOAL 5: COMMUNICATION AND COMPUTATION SKILLS
OBJ. 5.5 Uses computational skills effectively by (5.5B) applying computational skills to school and non-school activities.

---

Materials:
Activity Sheet A - Road Trip (one per student)
Road Maps
Airline or train schedule

---

Activities: Teacher Comment:

1. Introduce the activity during instruction of figuring time and distance problems or as a decision making activity.

2. Make available the road maps and airline schedules and ask students to figure several destination problems calculating the mileages from one place to another by car. Using miles per gallon of the teacher's car, ask students to calculate the cost of gasoline needed for a trip.

3. Ask students to calculate the air or train miles to the various destinations and then inquire about the cost of using public transportation. Compare the costs.

4. Give students Activity Sheet A for completion.

---

Evaluation:
Student application of accurate computation skills; ability to reason and make decisions regarding trip arrangements.

================================================================

## Trip Planning

You need to be at a destination 400 miles away from home by 9 a.m. Monday. What decisions would you need to make? What options will be available to you? Will you go by car or public transportation?

1. My destination is:______________________________________

2. Decisions that need to be made are:

______________________________________________

______________________________________________

______________________________________________

3. My options on these decisions are:

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

4. The cost of driving will be:______________; Using public transportation the cost will be:______________________.

5. Solution chosen:______________________________________

______________________________________________

__________________________________________because:_______

______________________________________________

______________________________________________

6. What decision making processes did you use?_______________

______________________________________________

______________________________________________

# Appendix

- The Computer Instruction Model
- List of Materials
- Index

Appendix

## Project MECCA

## The Computer Instruction Model

The Computer Instruction Model builds on student interest and former experiences using computer technology by adding experiences in word processing and content specific software. This functional use of the computer provides the student with additional motivation to use the technology in a purposeful way. Through these strategies, the student gains computer skill, writing composition and revision skills, acquisition of content vocabulary, and a heightened sense of the function of communication. An outline indicating software now available, expected outcomes and evaluation measures follows.

A. Entry Level:

a. Games.
b. Classroom skills training.
c. Keyboard training.
d. Computer literacy class training.

B. Functional Use:

a. QUILL software (Educational Development Center, Boston; B, B, Newman, Boston). This software includes the popular Bank Street Writer program which is a word processing system which can be used by children forth grade and above. This combined with a networking c concept will allow students to communicate with each other.
b. MicroCHOICES I (CSG, Alexandria, Va.) This software is available for career assessment of preferences and experiences and career information.
c. (Not available until January 1985) MicroCHOICES II and Values and Attitudes (CSG, Alexandria, Va.) MicroCHOICES II is a program similar to MicroCHOICES I, but is used with children in lower grades. Values and Attitudes can be used forth grade and above.
d. Additional software will become available in 1985. Among these will be software for the New York CHOICES program which we are using at lower grade levels.

C. Expected Outcomes:

a. Acquisition of content vocabulary.
b. Writing fluency, specificity, and organization through learning revision techniques.
c. Heightened sense of communication function.
d. Motivation toward improvement of attitude toward work and goal direction.

## LIST OF MATERIALS

Listed below are materials which may be useful in promoting student learning about careers or occupations. This is not an all inclusive list, nor does inclusion on this list indicate endorsement of any particular commercial firm.

I. Computer Software:

1. Micro CHOICES - A computer assessment program for the high school age level. This program includes job information, self-study, college choice, and military information.
   (CSG Corporation: 277 S. Washington Street, Alexandra, Va. 22314)

2. CHOICES I - A computer assessment program for middle school students.
   (CSG Corporation: 277 S. Washington Street Alexandra, Va. 22314)

3. SIGI - A computerized guidance system for high school level. (ETS, Princeton, N.J. 08541)

4. Career Values - A values clarification program.
   (CSG Corporation: 277 S. Washington Street Alexandra, Va. 22314)

5. QUILL- A word processing program as well as capability for sending and receiving messages both individually and for groups and bulletin board, grades k-8.
   (D. C. Heath and Co.: 125 Spring Street, Lexington, MA. 02173)

II. Materials

1. Real People at Work - A comprehensive career awareness and exploration program, grades K-6. (EMC Publishing: 300 York Avenue, St. Paul, Minnesota 55101)

2. Job Matching - A match of jobs and training to interests and preference of students, grades 7-12. This program uses LaBelle cassettes and may be hand or computer scored. (PREP, Inc.: 1007 Whitehead Road Ext., Trenton, N.J. 08638)

3. Job Search Assessment - A job search and job keeping curriculum. (PREP, Inc.: 1007 Whitehead Road Ext., Trenton, N.J. 08638)
4. Work Samples - A series of 20 hands-on simulated work experiences. (EDU Systems, Inc.: 1007 Whitehead Road Ext., Trenton, N.J. 08638)
5. CHOICE - A comprehensive set of materials for students k-8 for career awareness and exploration. (CHOICE: Mid-Hudson Migrant Education Office, 24 VLC, SUNY, New Paltz, New York 12561, Attn. Ilsa Pitts)
6. DECISION - This is a text making choices in the marketplace and but includes several chapters on decision-making skills at the high school level. (EMC Publishers: 300 York Avenue, St. Paul, Minnesota 55101)

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*Infusion Area. LA=Language Arts; SS=Social Studies; MS=Mathematics or Science

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| 179 | K-6 | LA | TASK STEPS - LA307 |
| 181 | 1-2 | LA | FRED THE FARMER - LA30 |
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| 331 | 4-6 | LA/SS | OUR WORKING ATTITUDES - LA2/SS8 |
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